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The School and Real Life. I.

By Herman T. Lukens.

The common school, intended to meet the needs of all children, must not have a bias toward any particular trade or occupation. It will not do for the public school to discriminate in its favors and try to force more people into special lines of work by offering special opportunities in those lines. In particular localities, however, where mining, agricultural, or commercial interests are so strong as to justify special schools, or so dominant as to form the chief attraction, this bias may make itself felt in all the teaching, even in the elementary grades, because the pupils in such particular localities have more apperceptive ideas about coal, iron, corn, or banking than pupils in other localities, where fishing, manufacturing, or ship building, for instance, absorb the chief interest. The schools in all such cases should adapt themselves to the wants of the people, rather than attempt to counteract local conditions.

PURPOSE OF THE SCHOOL.

The public school should provide, first, general training for all pursuits; secondly, such an acquaintance with all the main lines of human activity as will develop sympathy with other pursuits than one's own, and appreciation of all honest labor; and thirdly, such an exploitation of the pupil's heredity as will enable him wisely to choose and to fill his niche in life.

GENERAL CULTURE.

1. General culture increases a man's worth for any pursuit. There are also a number of manual and other dexterities that are helpful in all vocations, and therefore do not belong to the special preparation for any. These are drawing, reading, writing, shorthand, sign language, skillful use of common tools, such as needle, hammer, saw, awl, penknife, etc. Certain mental and bodily habits also belong here; e. g., neatness, order, punctuality, obedience, industry, posture, gait, and carriage of the body. All of these facilities and habits must become so thoroly a part of the pupil's make-up as no longer to need his conscious effort. They must become second nature to him, in order to help him under difficulties. We make a great mistake in school work in trying to argue our pupils into good habits and resting satisfied far short of practical facility. A little knowledge, like a little skill, often inoculates against any further effort or interest.

SOCIAL QUALIFICATIONS.

Every one needs training and instruction in his duties as a member of civilized society. When rightly understood, this would include a study of the family, marriage, kinship, the organization, government, and support of the city, state, and nation; religious, social, industrial, charitable, and educational activities; public

health, industry, transportation, commerce, division of labor, dissemination of news, the rudiments of ethics, psychology. Many of the conventionalities of life need attention, and pupils should be taught to distinguish between such as facilitate and such as hinder human intercourse.

In Germany, it has been proposed to require of every able-bodied woman three years' obligatory service in woman's work, corresponding to the three years' obligatory service in the army that the law requires of men. Somewhat similar is the proposal to create girls' high schools of domestic work, including housework, nursing, care of children, kindergarten, form work, etc.

MANY-SIDED INTEREST.

2. Each pupil must enlarge his interest and appreciation to embrace other lines of human effort and invention. On this depends the support of the various industrial arts by the public. The education of the people to care for better facilities, more artistic and hygienic surroundings, greater conveniences, and labor-saving methods, is necessary in order that new and better ways may be introduced. A Chinese community, living as the most of the laundrymen do, would not support anything but a red paint factory, a rice plantation, and an importation-house for some half a dozen Chinese goods. The greatly diversified wants of civilized man are the basis for the division of labor and the specialization of talent. The narrowness of the individual's life is replaced by the breadth of activity in the whole race.

PRODUCTIVENESS.

This education of the receptive and appreciative side of our nature out of proportion to our productive activity has, however, great dangers, which must be guarded against. It gives to school life the unreality, which is one of the greatest drawbacks to educational efficiency. The school is, in fact, an adaptation of the environment to the supposed needs of an immature, but growing, pupil, and hence in school most pupils experience nothing of the real life of the world. But true education arises from life. *Vivendo discimus*. Ninety-five per cent. of the children drop out before reaching the high school, because they are hungry for the realities that the school does not teach.

SCHOOL EXCURSIONS.

How may we remedy this state of affairs? By keeping the children in contact with the realities of life at every step. By taking them to farms, foundries, and workshops, locomotive works, flour mills, carpenter shops, artists' studios, shipyards, freight stations, mines, water-works, public buildings, churches, hospitals, and cemeteries. We have been surprised at finding city children who thought a cow was two inches long, and who had never seen wheat growing. As a result, city

children have, of late, been taken on excursions into the country. But I heard a Sunday-school teacher remark the other day that she thought it about time that we were appropriating some money to take the country children to see the great human hive in the city. Both city and country children, and older people, too, need these excursions. In fact, this acquaintance with the different human industries is the wisest, broadest, and most solid education. Its moral value is immense, and its industrial value is incalculable.

MAKING WORK REAL.

How far may all the work in school be made real? For example, what is more artificial than the usual language work in school? Even the school definition of language shows this artificiality. Language is not primarily simply a means of expressing thought, but a means of social communication. If the speaker or writer has nothing to say, or if there is no audience or reader who wants to hear or read, the essential conditions of healthy, educative language work are incomplete. Some of the attempts to collect child-study data by having the children write real answers to real questions for real persons, who really wanted to read them, brought a breath of reality into the language work in some schools that the teachers would do well to renew. Some schools regularly correspond with other schools, and exchange descriptions of local points of interest, accounts of local industries, photographs, clippings, and specimens. When a class in Chicago is studying about the Revolution, why should not they be in correspondence with other classes in Boston, Concord, Philadelphia, and other places, who will be only too glad to study and write up the local points of interest on Bunker Hill, the Washington Elm, the Concord Bridge, Independence Hall, and Carpenter Hall, etc. The Boston and Philadelphia children, in exchange, can learn of the enormous Chicago meat-packing industry, of the greatest railroad center in the world, of the great harvesting-machine works, etc. The schools of the whole country should co-operate in such exchange of fresh, real, first-hand information. The postoffice authorities would, perhaps, eventually, see the wisdom of aiding the work by carrying such school matter at second-class rates. Co-operation is taking the place of competition in other lines.

CO-OPERATION.

It is high time that the isolation of each individual school gave way to a healthy mutual helpfulness and interest of all in each other. Not the least important value would be the knitting together of all parts of our common country and development of the national consciousness. France is the pioneer country in this plan of school correspondence, and as long ago as the Vienna exposition of 1873 our special commissioner, E. Seguin, in his report to the government, called earnest attention to the idea, and praised it as one of the most fruitful and practical ideas that he had found in the school exhibit of France. French students of English now correspond with English and American students of French, and the most enthusiastic hopes are held by some of an enormous extension of the correspondence by international bureaux.

USE OF ENGLISH.

How different would such real letters be from the

stupid composition exercises of the present! How they would enliven the geography and history! Our schools are teaching our children to talk and write when they have nothing to say, and to expand that nothingness to meet the requirement of minimal length of essay. Nothing could be worse for the learning of good English. What every one needs is to learn condensation to express as much as possible in the fewest words. If our pupils corresponded by telegrams, they would learn to use stronger English.

INDIVIDUALITY OF SCHOOL-ROOMS.

Again, I do not believe the school teaching of art will amount to much until the work is made real decorating, real illustrating, real sketching from nature, real wood carving, and real modeling. Why should the school buildings be decorated and hung with bought pictures of foreign models before the pupils are admitted? Why should not the school share in the decoration of its home? Those homes that seem to me most homelike and most artistic are not such as the architect and decorator have finished, and then turned over to the family to live in; but rather those homes that bear the mark of individual taste and local coloring; that show the actual handiwork of the dwellers. Such homes are part of their occupants. And is not art chiefly educative in the production, rather than in the finished product?

REAL PROBLEMS.

Why is so much time wasted in mathematics in simply ciphering unreal problems, when so much calculating really needs to be done in real life? School accounts, drawing plans for new buildings and repairs, new apparatus, meteorological observations, laying out the school garden, all the thousand applications in nature study that Mr. Jackman has admirably shown are examples of mathematics in real life in answer to a real need in the pupil's mind for quantified knowledge.

CHIEF LINES OF ACTIVITY.

3. "A man's reach should exceed his grasp, or what's a heaven for?" All of this wide reach of the individual in appreciation of the marvels of nature and the cunning of man is the inheritance of each child. Some one thing, however, he must learn to grasp and support himself by; this thing he grasps he makes his vocation, his special field, in which he must be expert in knowledge and in skill. The choice of the right life work in which each can be successful is one of the most difficult and important crises in life. The school has a duty to fulfil in opening up to the growing boys and girls a vista of the various lines of activities in the real world about them; in order that during that responsive period of early adolescence, when inherited qualities are most apt to show themselves, any natural aptitudes may be detected and further developed.

CHOOSING A VOCATION.

Most of the failures in life are due to the attempt to fit a square peg into a round hole, because it was not known that the peg was square, or that there were any other square holes into which it would fit. If the child comes into actual contact with all the chief lines of human activity in his school life, his strong and his weak points will show themselves. Then, in his later teens, he can pass on to special preparation in his chosen work, whether it be in the commercial school,

in the college, or in the workshop. As things are now, boys and girls are forced to choose their life work before they know what they are fit for. Then, after spending four years at college and four years in a law school, they find that law really is not their vocation, and that they would do better in a machine shop. Too late, it is better to change to the machine shop than to go on as an indifferent lawyer; for no one can do his best work except in the line of his greatest interests.

TRADE TRAINING.

The public school should not stop when it has provided general culture and general training; trade schools should be established and supported, at least, in part, at public expense. Europe is much more familiar with such schools than we are, and has found them a necessity. All trades should be represented in which a sufficient number of pupils apply. Is there any more reason for giving free tuition in our normal schools than for giving free tuition in schools of design, in plumbers' schools, or in a commercial college?

S. W. State Normal School, California, Pa.

School Supervision : A Few Principles and Plans.

By B. T. Jones, Wadsworth, O.

1. The superintendent, while his schools are in session, is to put in the time allotted to him for supervisory work as follows : (the portion of time is denoted below by per cents. after each item) :

a. Making out directions for each lesson as the class work proceeds in all branches taught in the schools—30 per cent.

b. Examining pupils' written work—10 per cent.

c. Visiting schools—10 per cent.

d. Conducting teachers' meetings—5 per cent.

e. Making written inquiries of the teachers regarding the mental characteristics, attainments, deficiencies, aptitudes, aspirations, qualities of character, etc., of every pupil in the schools, and examining the answers—25 per cent.

f. Instructing the teachers in the subjects in the course of study and in the history and principles of education—(by written questions and directions for investigation)—15 per cent.

g. Organization work—5 per cent.

2. The work of the superintendent should be done mainly through written communications, directions and questions addressed to the teachers.

3. It is no part of the superintendent's distinctive work to prepare teachers for the duties of a subsequent year or for a future position. His efforts in teaching the teachers how to teach should have a direct bearing on the work they are actually doing at the time.

4. The superintendent should be held responsible for every method, teaching device, recitation plan, and rule of management, found in his schools. He should be held to a strict accountability for results, both for entire schools and for individual cases.

5. The superintendent should, by investigation, satisfy himself that each teacher thoroughly understands and is prepared to teach, every topic, problem, etc.,

found in the part of the text-book she is required to teach.

6. No teacher should be blamed, censured, or criticised by patrons, school authorities or superintendent, for unsatisfactory results of teaching or mismanagement of her school. The superintendent should consider himself responsible for unsatisfactory results made by any teacher in his corps.

7. The methods of instruction and management in any system of schools should be the joint work of the superintendent and teachers. The kind of instruction and training that the pupils are getting should be that which has been thought out and approved by the entire corps.

8. There should be on file, in the superintendent's office, a record of every method, device, recitation plan, and rule used in his schools. These records should be constantly undergoing revision by the superintendent and teachers.

9. No teacher should be permitted to use a method until she has first submitted a written explanation of it to the superintendent.

10. The school work should be conducted by no fixed methods. Every recitation plan and rule of management should be subject to change at any time.

11. No teacher should be compelled to use a method which she does not believe to be sound in theory and educative in practice.

12. The recitation directions made out by the superintendent should relate to the subject-matter chiefly, and the teacher should be encouraged to supplement them with ideas of her own.

13. The superintendent, by his written directions to his teachers, should, in reality, make himself an assistant teacher in every school in the system.

14. The superintendent's directions ought to take the place of all primary books except readers.

15. The superintendent should conduct all examinations. The examinations should not be held at stated times, and neither the teachers nor the pupils should know when they are to take place. The superintendent or his private secretary should examine and grade every examination paper made out by the pupils.

16. The teachers should be required to make out as few formal reports as possible.

17. The pupil's work should not be percented for promotion. No report cards showing the standing of pupils with respect to scholarship, conduct, etc., should be made out and sent to parents.

18. A general teachers' meeting should be held every two weeks,—not oftener. The three main purposes of these meetings should be to afford opportunities :

a. For the teachers to confer with one another,—to become better acquainted.

b. For the superintendent to examine the teachers on a lesson in some professional book studied by all the teachers.

c. For all to discuss the pedagogical questions actually confronting the teachers in their school-room work.

19. If a superintendent does his duty to all concerned, the teachers at work will be receiving as good an education as they can obtain at a first class normal school.

20. A superintendent should spend from two to four weeks during every summer vacation in attendance at some well-known professional school.

21. The instruction given the teachers directly and indirectly, by the superintendent, should be such as to insure them against the possibility of failure in a re-examination for a certificate.

22. The schools of each district should be noted for their own peculiar system of plans and practices, and this will be the case, if the superintendent can get the teachers to study education while at work.

A Teacher Who Taught.

By Cyril Norfolk.

I once studied history for a year under a teacher who knew how to teach. The topic was general history, and the teacher devoted fifty minutes a day, four days in the week, to making thirty-five pupils in a country high school realize that a life time is too short for the learning of much history; and yet that great pleasure and profit may accrue from even a slight understanding of it. The prescribed text-book was "Swinton's Outlines of History," and we always learned three or four pages at a time as a ground-work for our lesson.

Assyrian and early Egyptian history we must have slighted. And yet, she made so much of an impression that, after fifteen years, when I spent some hours among the specimens of Assyrian art in the Louvre, very definite notions came to me concerning the reasons for its excellence and for its limitations, notions which I found, upon consulting the proper authorities, were quite correct. (I am reasonably certain that none of my studies in those fifteen years have touched upon Assyrian art.)

When we were ready to begin the history of Greece Miss Thompson read aloud from Bulfinch's "Age of Fable," throughout the history period, the first day. She was a charming reader, and moreover, an exceedingly rapid one so she covered considerable ground in fifty minutes. There were two or three copies of "The Age of Fable," in the school library and two more in the town library. We fought for those books, we planned to meet at each other's houses so that one might read aloud to several others, and before the end of a week we had read that portion of the book which refers to the Trojan war, and considerable more. Meantime we were learning and reciting a stated lesson each day.

There was never a recitation to which Miss Thompson did not add far more than what we had found in the text-book, and added it so vividly that we could not help remembering it. She always called us to account for this extra information and usually we gave it back without much trouble. Almost every day she began a book or an article or a poem bearing on the subject, read it aloud until she reached a critical point, and then held it aloft with the smiling question, "Who would like to take this book home until tomorrow?" Thirty-five hands would go up and envied would be the fortunate one who received the book.

She spent days in trying to make us realize the grandeur of Greek art and letters. She used photographs and every book she could lay her hands on, but more than all she made us feel how great a thing the Greek influence has been through all the ages. If I may venture to say it without seeming ridiculous she made us feel that artists were painting, scholars were studying, and we, in our small way, were acquiring knowledge the better, because those artists and scholars had so labored in the long ago. In the last two weeks which we devoted to Greek history she read aloud a history of modern Greece, and then she gave us an examination. There were two parts to this examination. One was an essay on whatever in Greek history had seemed to each pupil particularly surprising, interesting, or worth remembering. The other was like all ordinary examinations, ten questions on the work just completed, but every question required for its answer an act of reasoning rather than an act of memory. Of course memory was necessary, memory of facts from which to reason, but no verbatim memorizing was of any avail in that examination, which included, it may be said, just as many questions on the information Miss Thompson herself had given us and on the books we had read and heard, as on the matter in the text-book.

We spent three months on Roman history. The first thing we did was to learn "The Prophecy of Capys." A certain number of stanzas were put on the blackboard every day, and those pupils who did not own Macaulay's "Lays" copied them into blank-books. Miss Thompson read aloud a book which covered the period of the seven kings of Rome. When we could recite, with more or less accuracy, every word of the Prophecy, she told us that almost every important event in the history we were about to study was alluded to in that poem. Some of the allusions we were able to explain at once from what we had learned from her reading, and as we went on with our study we fixed each event in the "Prophecy."

Every day of that three months we learned two or three stanzas of the "Lays" until we knew the whole of "The Battle of Lake Regillus" and "Virginia." Ten years afterward I knew every word of all three, and to-day I can remember the greater part of the poems, and several of my classmates have told me that they find themselves invariably referring the allusions to Roman history and Roman customs which they find in their general reading, to the stirring poetry which they learned in their school days.

We read the whole of Shakespeare's *Coriolanus*, some of it aloud, in the class, and the rest at home. We read Antony and Cleopatra, in part, and Miss Thompson gave us such a lecture on purity of mind, and the art of enjoying literary masterpieces without hunting for dirt or thinking about dirt, that I do not remember one bit of talk among the girls concerning the parts of that play to which many teachers would object. Of course, for the boys I cannot answer, except thus far, I know that of the thirteen boys who were members of that class, twelve, to-day, are men of singularly upright, pure lives, men who stand for all that is good in politics and social improvement in the communities in which they live.

We read the whole of "Julius Cæsar." I think we prepared for the reading, especially, and tried to do it with some elocutionary effect.

When we studied about the long struggle of the Plebeians for political recognition, I think that the simple fact of our knowing "Virginia," and having, as it were, almost within our own experience, a concrete example of the wrongs which the Plebeians endured, made the whole subject assume reality. Young people of fifteen or sixteen learn much through their emotions. Political economy and philosophy must be administered to them in small doses to have much effect.

Every member of the class read "The Last Days of Pompeii" at home, and J. G. Whyte-Melville's "The Gladiator" was read aloud by the teacher during the last week of the term. Perhaps I should explain that there were recitations on all this historical fiction, or rather on the historical facts on which it was founded.

We looked up references constantly. Sometimes the lesson to be prepared consisted entirely of topics to be looked up wherever we could find information and on such days the whole class usually adjourned to the public library for the greater part of the afternoon.

The examination that term consisted of ten questions; but one answer was allowed to occupy more than three lines and that was one which asked for certain stanzas from Macaulay. I remember well that when Miss Thompson gave out the paper she told us that every bit of work we had done that term was involved in those ten questions, and that only pupils who had studied and thought conscientiously, could hope to answer them. We were expected to hand in our answers uncopied, so we had to sit down and think over every question, compose possible answers and then mentally prune them down before we dared put pen to paper.

The last term we studied medieval history, and I think that Miss Thompson, with the rapidly approaching vacation before her, must have hurried us; because I find my remembrance of the details of the work is not nearly so vivid as is that of the two earlier terms.

I remember that we read "The Children's Crusade," and that Miss Thompson said that she let us spend the time on it because she thought it would make us realize, more vividly than any other book, how widespread was the religious excitement in Europe during the period of the Crusades, and how great a power popular excitement can become. She had lived through the War of the Rebellion herself, I think she had been a hospital nurse, and I remember that in speaking about popular excitement, she told us how real a thing patriotism seems in a time of national distress and she said, "I am glad I am old enough to be called an old maid, because if I were younger, I could not remember the war, and the experience of those days is worth half a lifetime of book education."

We read "The Last of the Barons," "Anne of Gierstein," and "Ivanhoe," in connection with the Feudal System. Miss Thompson read portions of the historical plays of Shakespeare aloud, and interested us sufficiently in them to make several of us read King John, Richard II., Henry IV., Henry V., Henry VI., and Richard III., the following summer. We read them for the history, or the story whichever you choose to call it, not the literature; but the literature made its impression nevertheless, for to this day a period of leisure always sends me to the book case for one of the historical plays.

I have told only a little of what Miss Thompson did for us that year. It would take far too many words of mine to tell how many seeds of historical interest she planted which have sprung up and flourished in the succeeding years.

She was a professing Protestant Christian of the best type, and without ever offending a single pupil in a class composed partly of Roman Catholics she managed to link the Old Testament and the New with our secular history, and also to give us much that was valuable of ecclesiastical history. I remember that in speaking of how Rome increased its power by extending its franchise to conquered communities she quoted Paul's conversation with the centurions and the chief captain—"Tell me, art thou a Roman?" He said, "Yea." And the chief captain answered, "With a great sum obtained I this freedom." And Paul said, "But I was free born."

I remember, too, how she gave me just enough of an idea of the Spanish rule in the Low Countries to make me read the whole of the Rise of the Dutch Republic after I had left school.

I fear that I may have given the impression that Miss Thompson dealt only with the personal side of history and that she interested us simply in the romance of the subject. If such has been the effect of what I have written I have done her scant justice. She was a woman of the widest sympathy. She could appreciate the feelings of the girl who felt slighted because her name had been omitted from an invitation list, and she could sympathize with the whole down-trodden French nation which achieved its freedom by such frightful slaughter. I use this particular illustration because before I studied general history, Marie Antoinette was my historical heroine and I was a most enthusiastic "Aristocrat," but afterward no romance of ruined émigré, however great its pathos, could ever make me feel that the Revolution was not justified. When I went to France it was the people even more than the art or the shops lent the deepest interest.

I have lost touch with high school work, but if the boys and girls who are devoting one year to general history to-day are being made to enjoy history as we were made to enjoy it, they are to be congratulated.

Watch the Waste Basket.

By Minna C. Denton, Arkansas.

During my last visit to one of the city schools, I happened to be seated near one of the proverbial "nervous children," and I made a study of him (without his knowledge, of course) for about five minutes. He was supposed to be "doing sums," and this is the fashion after which he proceeded.

After placing several figures of the answer to the first problem, he discovered that he had made a mistake, and, taking his pencil, he scratched over the entire example. Apparently reflecting that he could not present to his teacher a paper marred with so unsightly a spot, he tore the entire leaf from his tablet, crumpled it in his hand, and stuffed it into his desk. The first two or three figures which were put upon the next page proved unsatisfactory, so that shared the same fate; indeed, five papers in succession were disposed of before he succeeded in getting a start. When he multiplied, he always wrote the number "to carry" upon a fresh piece of paper, which was destroyed when the multiplication had been performed. In fact, taking the rate at which paper disappeared during that five minutes as a basis for calculation, I concluded that the thick, new tablet on his desk might possibly last him a week.

Even supposing that the parent should regard this performance without serious dismay, has the teacher no duty in such a case, beyond insisting that the paper which is actually handed to her shall be free from carelessness and mistakes?

I once heard an instructor say that he always required pupils, in preparing their written lesson in arithmetic, to complete the work of each problem upon the paper which contained the first attempt. If there were mistakes, the amendment might be written below; but the mistakes must remain, for these were what he wanted to see. The correct solution of the problem was of no advantage to him, but he wanted to know what the pupil's first attempt had been, under what misapprehensions he had labored, why he had not perhaps succeeded in getting a correct result. Furthermore, he did not allow his pupils to use loose sheets of paper for figuring and trial work; he wanted them to think *before* they put pencil to paper, not afterward, and to be sure that each mark they put down meant something.

He thought that these habits of work did a great deal toward the training of pupils in neatness, accuracy, and concentration of effort.

As to higher ethical teachings, he considered that it was well enough that the child should sometimes be brought to feel that a mistake or a wrong is not a thing to be gotten rid of by the simple process of erasure. In Life's book there are no erasures, and no clean pages where one can "start over at the beginning." A mistake is a thing to be mended and atoned for, but not to be ignored, all of which has a definite bearing upon the case of our "nervous child," and one which any teacher of children would do well to consider. There is, however, another and still more important aspect of the case.

Not to mention the most obvious consideration, that the child is acquiring habits of wastefulness which will be a drag to him all through life, is it a matter of no moment to his teacher that he is showing himself sadly lacking in reverence for the labor of others by wantonly destroying the product upon which their toil has been expended? Can a man's philosophy of life be ethically sound so long as there is within him this possibility, to rob a created thing of its usefulness, to make a nothing, where a moment ago was something, to put even such an insignificant bit of the great world's belongings back, instead of forward, in the line of progress? Is this child in a fair way to secure a high development of these possibilities?

"What a sermon," and all about such a little thing as the tearing of a few pieces of waste paper!" says some-

one, incredulously. Yes, but it is not the size of an action, but its tendency, that matters. Habit is the great significant in the formation of moral character, and habit is made up of these little ordinary doings. It is because the American people are a proverbially extravagant people, and a peculiarly irreverent people, that our boy's manner of disposing of his new tablet is of importance to his teacher.

The Private Conversation.

By H. C. Krebs, Supervising Principal, Somerville, New Jersey.

Teacher, you cannot afford to omit this vital means of success. Have you a boy who will not study? Talk privately with him. Have you another who is disobedient? He needs the private conversation. For every offence, for every dereliction, the private conversation is almost a panacea. It never does harm; it invariably does good. Many a great man has been turned from a vicious boyhood because of a heart-to-heart talk with his teacher. Many a teacher has removed a cause of great worry by means of a frank, private talk.

This conversation must be private. Boys and girls are exceedingly sensitive about revealing their inner thoughts and lives to their companions. There is a hidden region in every heart that is closed to the public. Teachers should expect this privacy in their pupils. A conversation in the presence of other pupils, especially when school is in session, and all the pupils are listening, is extremely unsatisfactory. The boy draws into himself, and the teacher, unable to penetrate his reserve, becomes irritated.

But when teacher and pupil are entirely alone, reserve vanishes. If tactfully treated, the pupil will lay bare his motives. He will present his side of the case, and often the teacher will see things in a new light. Still more frequently will the pupil be shown the error of his ways; and, as a rule, he can be induced to improve them.

In the second place, note that this interview is to be a conversation. In no sense is it intended to be a lecture. The teacher is to listen, as well as talk. The great object is to lead the pupil to express his opinions and feelings, and, by entering into them, to form the cords of affection that are the result of intimacy. Too many teachers are unacquainted with everything but the mere shell of the pupil. Intimate relations, government thru love and reason, are thus impossible.

Let every teacher of fifty pupils determine to know each one thoroly. Let her have frequent private conversations with them all. Let them discuss with the utmost candor any shortcomings, troubles, difficulties. Let them also bring to her matters not related to school, so that she becomes their adviser in all the affairs of life. Let her point out to them the paths of honor, and instill an overmastering desire to be noble. In this way she may produce that indelible impression for good that is, after all, the end of our work.

Here is an illustration from real experience, in which the success of this procedure is manifest:

A teacher of sixteen years' experience came to her principal several times, to complain of the irregularity of attendance of one of her twelve-year-old boys, named Jacob. He would, at times, be absent an entire week; and on his return, when at roll call she asked him the cause of his absence, he gave vague and evasive replies. His irregularity affected his class work, and caused the teacher much irritation. Finally, she came to the principal one morning, and almost demanded that this boy be suspended from school. "He comes only half the time, and when he is here, he doesn't know his lessons. He keeps the other pupils back, and thus is a general nuisance. It would be better for all concerned if he wouldn't come at all."

"What is the cause of his poor attendance?" asked the principal.

"I don't know. I asked him this morning again,

and he just says he couldn't come; he had to stay at home."

"Do you know anything about his home life?"

"No. He is dressed shabbily, but I don't know anything about his family."

"Well, send him to my office. I will have a talk with him, and let you know the result," said the principal.

Along came Master Jacob a short time later.

"Good-morning, Jacob. Sit down a few minutes till I finish this work," said the principal, pleasantly.

Jacob sat down, and soon the principal took a chair facing him, and said, "Jacob, you haven't been in school very regularly, have you?"

"No, sir; my grandmother was ill, and so I couldn't come."

"Isn't your mother at home?"

"My mother is dead,"—a tear trickled down the cheek, and the boy pulled out a soiled rag that served for a handkerchief.

"Is your father living?"

"Yes, sir. He and grandma and my little sister and I all live together. My sister is six years old. My mother died when my sister was born, and I have been tending to her ever since, because grandma is eighty-seven years old, and is sick most of the time, and father goes out to work early, and doesn't come home till late, and we are too poor to hire some one to take care of my sister."

"Do you have to work hard?"

"I get up at four o'clock in the morning, dress my sister, get the breakfast for father, give grandma her medicine and a little something to eat, wash the dishes, and sweep the room. Then I chop wood till half past six, and then I go for the newspapers and sell them till nine o'clock; then I come to school; but if grandma is too sick, I stay at home with her. On Saturdays I wash out a store on Main street. In this way I earn as much as three dollars a week."

"What do you do with your money?"

"My father needs it all; but he gives me everything over three dollars that I earn. I buy my own clothes, and have done so for over five years."

"Do you go to Sunday-school?"

"No; I don't have any clothes fit to wear; but tomorrow I expect to have a new suit, and next Sunday I am going to Sunday-school with Eddie ———."

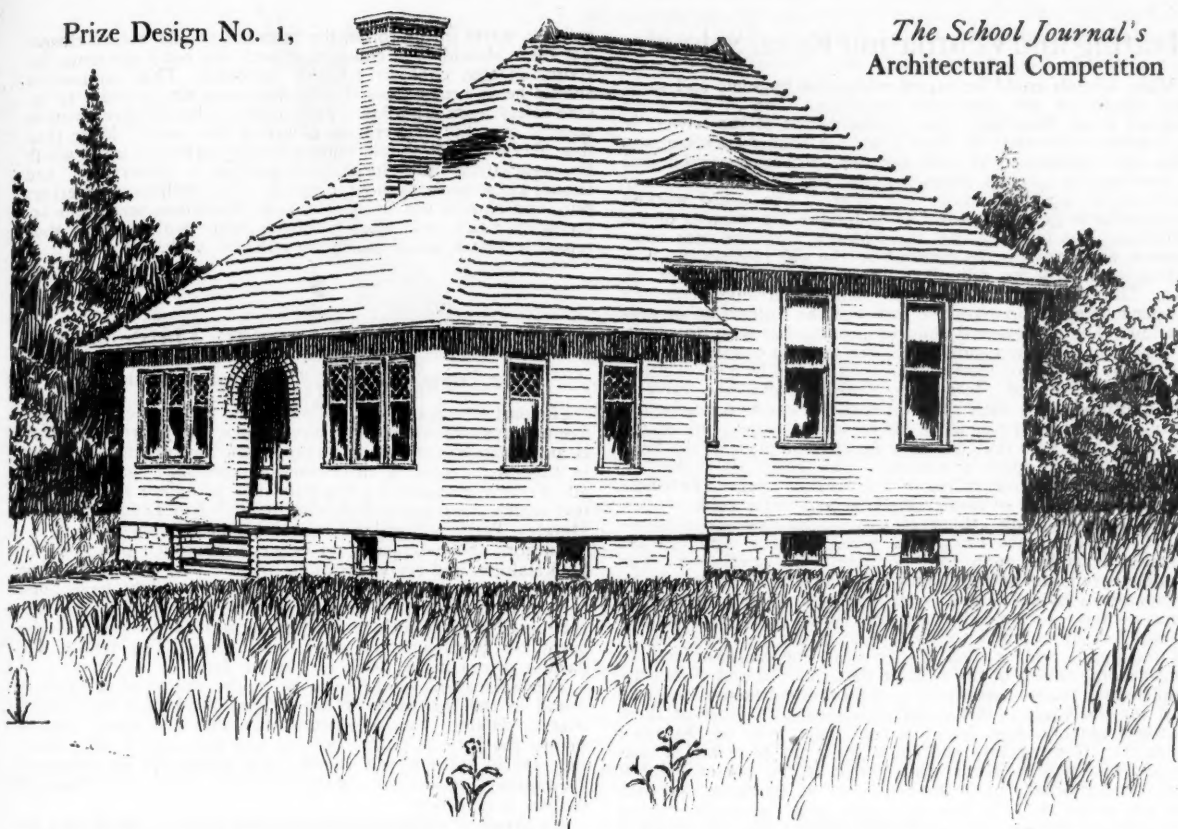
It is useless to detail this conversation further. Sufficient has been given to show that this boy was leading a heroic life under the most trying circumstances; that if ever a boy needed the kind word, the loving smile, and the encouraging sympathy, it was Jacob. His teacher had known nothing of this noble boy, because she had never resorted to the private conversation; because she had never questioned him, except before his schoolmates. What a crime she committed against this boy when, with all the trouble his little heart had to bear, she scolded him, and ridiculed his attempts in the presence of his companions!

On the other hand, Jacob conceived a strong regard for his principal as a result of this interchange of confidence. They were now intimate friends; and when the principal told Jacob that he was living a heroic life, that his care of his sister and grandmother was worthy of the highest honor, and that he could be sure that God would reward him for his work, it is certain that Jacob went on his way with a lighter heart.

Teacher, you have such boys and girls in your room. Will you lighten their cares, or will you add to them by upbraiding them thru ignorance of their circumstances? Surely there is sorrow enough in the outside world to justify its banishment from the school-room. Are you a beginner in the work? Then employ the private conversation in every time of difficulty. Do not punish in any instance until you have first privately penetrated to the inner life of the pupil as nearly as may be, to ascertain the mainsprings of his actions.

Avoid public reproof. Let your government be from heart to heart.

Prize Design No. 1,

The School Journal's
Architectural Competition**A Model One-Room School House.**

Sometime ago *The School Journal* announced the result of the competition carried on under its auspices to secure plans and perspectives for the best obtainable one-room country school-house. Illustrations of the prize-winning designs, with the names and addresses of the winners, were also given. This week is presented an enlarged view of both the floor plan and perspective of the first prize design, submitted by Mr. G. D. Reid, 20 Magnolia street, Malden, Mass. Mr. Reid seems to have solved with success the problems which the construction of such a school-house presents.

Many of the designs submitted were altogether too complicated for the purpose. A design of this kind ought to be, first of all, practical. It must be so constructed that it can be put into execution with the money for that purpose in the hands of the ordinary country school board. That is to say, the design must be, by all means, simple. This simplicity Mr. Reid seems to have obtained.

The problem of light has been well worked out. The cloak and toilet rooms have light unstinted, as they should. In the school-room itself, the chief light comes from the sides, as is proper, and the two windows in the rear are so placed as to preclude a confusion of their light rays with those of the side windows, with consequent shadowing.

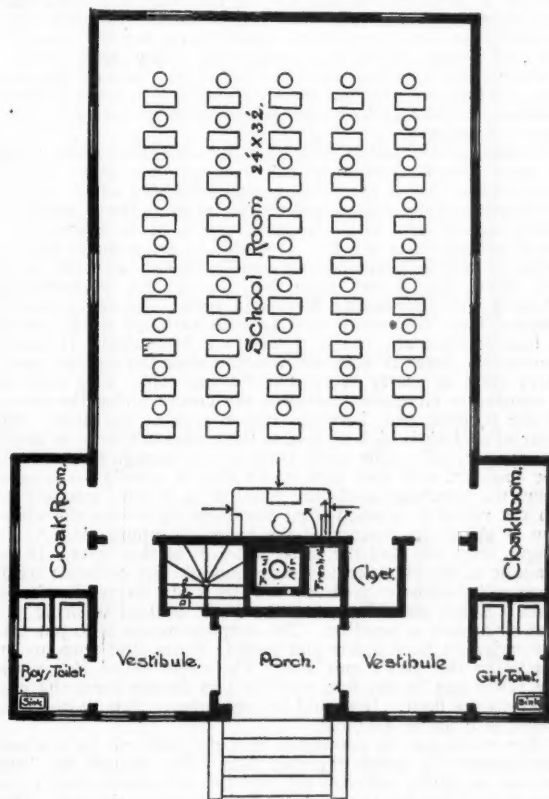
There are forty-five seats in the room, arranged nine long and five wide. This arrangement is undoubtedly the best that could be made from the standpoint of discipline, as it lessens the teacher's angle of vision.

The vestibules are sufficiently large, and the cloak and toilet rooms are excellently located, both with respect to each other and to the school-room.

In ventilation, this design is consistently simple. The

same may be said of the exterior view, which, tho far from attractive, is well fitted for its purpose.

The entrance might well be a little more prominent, and hence more inviting. On the whole, however, this



design is easily worthy of first place, and will no doubt influence, to a large extent, the architecture of country schools.

Heating and Ventilating Rural Schools.

Many schools could be named where the hygienic and sanitary conditions are absolutely appalling. One of the more flagrant cases that has come to the notice of the writer, is in a town in the state of New York. A school building was long ago condemned as unfit for use. The town authorized a new one to take its place, limiting the amount of money to be used to a ridiculously low figure. The board worked for months to get an architect to undertake the erection of the building. The result is, that the school is nowhere near completion, and back go the children to the old rookery, as it is called, even tho the school commissioner has forbidden its use. The building has no proper sanitary arrangements, no proper heating equipment, and not even the suggestion of ventilation. The parents and children protest, but with no result.

Now, what are the conditions in the average country school? Usually it has two or three rooms, each heated by a stove either in the front or rear. It is a cold winter's day, the stove is filled with wood or coal. The faces of the children near it are burning with the heat, while those in the other end of the room are blue with the cold. The former complain of the heat, and the teacher opens a window. The frosty air rushes in, bearing colds and pneumonia for the weaker ones. The whole day is a succession of intolerable heat and bitter cold.

The larger schools—those of two stories and six rooms—usually have furnace heat. But here, too, the windows are usually depended upon to "regulate" all ventilation. The trouble here is not so pronounced, but is more insidious. The temperature is more even in all quarters of the room, but it grows warm more slowly than with stove heat. It soon becomes heavily charged with carbonic oxide from the breaths of the pupils and organic matter from the constant activity and decomposition of the cellular tissue of the body. A little while under these conditions, and the body becomes a fertile soil for the bacteria it has hitherto repelled. Most of these bacteria are harmless, but many of them may be the exact opposite. Coming into the room from the pure air of outdoors, one notices in an instant what is the matter. But it has come gradually upon the occupants of the room, and they do not notice it. The teacher finally sees the pupils getting drowsy and listless, and all at once realizes that the room is "close." A window is opened, and nature is trusted to repair the damage that negligence and ignorance have caused. Not once, but many times each day does this happen; and poor work, continual headaches, listless students, irregular discipline, and a hatred of school life are among the results. The more serious consequences are the weakening of the constitutions of teachers and children so that they are more susceptible to cold, and require a higher temperature for their comfort than the normal body should have, and the susceptibility to disease, which is an outgrowth of this latter result.

These conditions have been recounted, not because they are new, for they are not; but merely to set before school boards a vision of what may be happening under their own eyes, without their seeing it.

Various people are to blame for the conditions which exist in rural school ventilation and heating. But every school board should know the fundamental principles which govern the hygiene of the school, and should insist on these principles being carried out. If the school-room is to be heated by a stove, not any stove will do. It should be so arranged that the outer air may be drawn in, warmed by contact with the stove, and then forced out into the top of the school-room, where it will disseminate, fresh and pure. Becoming heavily charged from the pupils' breaths with carbonic oxide, which is heavier than air, it has a tendency downward. It finally reaches the layer of cool air, which makes the feet of nearly every child in nearly every school-room cold. This cool air is constantly circulating between the cracks under the doors, in the corners, and between the boards of the floor. The layer of cool air is high or low, as the cracks are large or small. But the carbonic-oxide layer is not strong enough to overcome the cool air, and sink thru it, so that it usually remains at about the breathing level—the worst place it could possibly be. To get rid of it, a good-sized flue must open into the chimney at about the bottom of the layer of impure air. A few simple tests will find the usual position of this layer. If the draught of the chimney is strong enough, the carbonic oxide layer will thus be carried off, and the fresh, warm air take its place. Every possible means should be utilized to bring this foul air as low as possible. The simplest means is to put rubber strips on both inside and outside doors, and stop up the cracks in the floors and wall. The more thoro this work, the lower can be the flue, and the less danger from the cool layer on the floor. It should be remembered that thoro circulation is a prime essential.

Any stove may be connected with the outer air by a simple arrangement at small expense. The flue should be large enough to admit sufficient air, and this air should then circulate around the fire-box and enter the room at the top. Thus an enclosed layer of air is between the stove and the pupils, and there is no intense heat for the latter to suffer.

In school-houses heated by a furnace in the cellar, the same principle should be carried out. Connection with the outer air should be had, and the fresh, warm air should enter each room at the top, the foul air leaving at lower flue. When it

gets too warm in the room, the registers should not be closed, but there should be a connection with the outer air from the room, so that cool air may be admitted. This connection should be as near as possible to the warm air, in order to insure safety from draughts. Each teacher should have absolute control over the temperature of his or her room. More than this, every teacher should understand the principle upon which the ventilating and heating apparatus is constructed, and should know perfectly how to use it. The problem is a serious one, and should not be overlooked. Common sense can accomplish much, and what money is spent will be more than repaid in better health and more efficient work.

Text-Books up to Date.

By Edwin E. Sparks, University of Chicago.

The past two years have witnessed the appearance of at least five new text-books in American history, the poorest of which is an improvement in some respect on any previous attempt in this line. Now, a three-months' campaign has rendered all of them antiquated. No publisher will dare to exploit a text which does not include the Spanish-American war. The Dingley Tariff bill will no longer be an *Ultima Thule*.

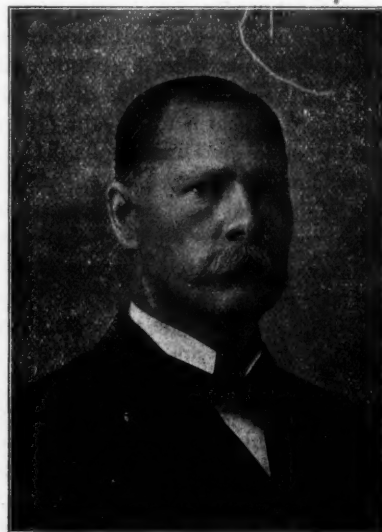
Authors and publishers are eager to approach perfection in bookmaking, and revised editions are not only a necessity, but a willingly-borne burden. The sums which might have gone toward new and better editions of these texts and to the correction of errors, both of fact and proportions, must now be spent on supplementary pages and maps. The public will pardon errors if the book is "up to date."

This raises the whole question of the utility of the matter found in the last pages of any school history of the United States. History can be written only after the whole case is before the jury of public opinion and the verdict fully made up. In no subject are causes and effects so far removed. Newspaper articles are no more history than the unprinted bullion is currency.

An excellent example of history half baked is found in a recent enterprising attempt to write up the last quarter of the century in the United States.

It is the common experience that the latter part of the school history is hastened over or omitted because of the crowded curriculum. This would not be true if it were as attractive or considered as important as the earlier portions. But the dearth of history-making events after the contested election of 1876 causes a condensation and slurring out of all proportion to the preceding century. No one understands or better appreciates this sham than the keen-witted student and the conscientious teacher.

We have long been accustomed at least to demand in the books the whole of history up to the time of going to press. Perhaps in only one case have publishers dared to set limits, 1765 to 1865, to their books, and that was to make it conform to a series. Hence, we shall continue on the economic principle of taking all the medicine, even when convalescent, to demand text-books up to date and American history from Columbus to Cervera.



E. F. BRADT

President of the Board of Education, Ishpeming, Mich., who was elected President of the Department of School Administration, N. E. A., at Washington, for the year 1898-9.



Hiawatha and Nokomis

Hiawatha lived with Nokomis.

Nokomis lived in a wigwam.

The wigwam stood by the water.

It stood by the Big-Sea-Water.

Hiawatha was an Indian boy.

Nokomis was his grandmother.

Sample page from the new "Hiawatha Primer," published by Houghton, Mifflin & Co., Boston.

Architectural Triumph in Newark.

The progress of the controversy over the new high school of Newark, N. J., has been closely followed in these columns. Readers will remember how the school board refused to pay over \$200,000 for the erection of the buildings. Prominent architects called these figures absurd, and said that the building could not be erected, even in the plainest possible manner, for less than \$300,000. There were fifty-one bidders for the work, and the contract was awarded to Messrs. Howard and Cauldwell, of New York. The work has been done in a thoro manner, and Newark now has a building of which she may well be proud. The school consists of a basement and three stories. Its face is of brick, gray and speckled, with terra cotta trimmings to match. The corridor and lavatory floors are of artificial stone, with slate wall-bases; other floors are of maple. The rest of the woodwork is North Carolina pine with natural wood finish. The flues are of galvanized iron and brick.

The first and second floors, all corridors and lavatory floors are fire-proof. All iron beams and girders are encased in concrete, and the spaces between them are filled with monolithic slabs of concrete encasing twisted iron rods. This method not only insured against fire, but saved ironwork in the construction. The roof and the floor under the third-story classrooms are of wood—the only places in the building not fire-proof. The staircases are of iron, with slate treads. The roof is covered with slate, and the metal-work trimmings of copper.

The heating and ventilating system draws its fresh air from two shafts erected in the south court outside the building. Each room is supplied separately. The foul air leaves thru

brick stacks connecting with underground ducts. A double-fan system, run by gas engines, supplies air. The lavatories are separate in each courtyard, and have their own system of ventilation. The building is arranged for gas and electricity. The contracts were as follows:

Excavating and grading,	\$3,006
Mason work,	76,711
Iron work,	43,202
Carpenter Work,	39,300
Plumbing and gas-fitting,	3,346
Heating and Ventilation,	21,348
Electric wiring,	5,000
Electric clock and telephone system,	2,000

This makes the total cost of the building only \$193,913—an astonishing figure, when compared with the previous estimates. This is a cost of about ten and three-fourths cents per cubic foot. "The American Architect and Building News" says that the low cost is due partly to the following reasons:

A. Compact arrangement of plan reducing the number of running feet of masonry wall to a minimum.

B. Utilizing the space on the third floor over a portion of the auditorium.

C. Concentration and simplicity in the arrangement of plumbing system.

D. Reduction in the amount of material used in the heating and ventilating system by reason of compactness of plan.

E. Reduction in the amount of iron work by means of the system of reinforcing the beams with concrete.

The triumph for the school board and the architects certainly is complete. It brings to the consideration of all interested the old question as to whether school boards do not pay much more than is necessary for buildings involving considerable expense. It is to be hoped that others will profit by the lesson learned in Newark.

THE FIRE-FLY SONG.



Wah - wah - tay - see, lit - tle fire - fly,



Lit - tle, flit - ting, white - fire in - sect,



Lit - tle, danc - ing, white - fire crea - ture,



Light me with your lit - tle can - dle,



Ere up - on my bed I lay me,



Ere in sleep I close my eye - lids.

Sample page from the new "Hiawatha Primer," published by Houghton, Mifflin & Co., Boston

School Law.

Recent Decisions of Importance.

A decision far reaching in its effect has been handed down by Judge Tuthill, of the Lake county, Indiana, superior court. Citizens brought an injunction suit against the city council and board of education of Hammond, to restrain them from using \$15,000, realized from the sale of school bonds. They contended that the city had already reached its debt limit, and so the bonds must be invalid. The court held that the municipality and the "school city" were two distinct bodies, and while the former may have reached its debt limit, the latter has not. Consequently, the bonds are valid, and the money may be used. This decision will untangle many a complicated problem in Indiana, where many of the towns have reached the limit of their constitutional indebtedness. (Towle et al. vs. School Board et al.)

BOARD MUST OBEY TAXPAYERS.

In Ohio, a petition was filed, asking for the creation of a sub-district for school purposes. Commissioners were appointed to investigate the feasibility of the plan, and reported in its favor, selecting the site for a school-house. In a subsequent action, the court held that their decision was final, and that the action of the board in abandoning the site selected, purchasing another, and attempting to erect a school-house thereon was unauthorized and void.

THE REMEDY.

An action was brought by taxpayers to enjoin the erection of the building on the site purchased by the disobedient board, and also the negotiation of bonds to provide the money needed, the paying out of funds already provided, and the levying and collecting of a tax for the purpose. While the action was pending, the board proceeded to finish building the school-house. The court held, (a) that the fact of the school-house being finished did not make the action for an injunction void, and (b) that a court of equity would give the taxpayers relief from the burden incurred by the board, and hold that the action of the board was entirely illegal. (Moss vs. Board of Education of Special School Dist. No. 1, Ohio S. C., April 19, 1898.)

This evidently holds the bonds which were issued to have been void, as their holders had been notified that an action for injunction was pending, and so should not have purchased the bonds. The decision seems to intimate that the individual members of the board are financially responsible for the expense incurred.

TOWN'S LIABILITY FOR HIGH SCHOOL TUITION.

The statutes of 1894, chapter 436, state of Massachusetts, provide that "any town in which a high school or school of corresponding grade is not maintained shall pay for tuition of a child who with its parents or guardian resides in said town, and who attends a high school of another town." If the parent pays the tuition, he has a right of action to recover it from the town. Relying on this, a parent sent his child to a school out of town. A school of corresponding grade existed in the town, tho not supported by it, and not approved by the state board of education. The court held that the parents had no right to recover tuition from the town, so long as the school just mentioned existed in it. (Hurlburt vs. Inhabitants of Buxford, Mass., S. J. C., June 24, 1898.)

TOWN'S LIABILITY FOR TRUSTEES' ACTIONS.

The revised statutes of Indiana for 1894 (secs. 8081, 8082) provide that a school trustee must, in order to incur expense, secure permission from the county commissioner. This applies to even the most inexpensive and necessary thing. If the trustee fails to secure such order, he is personally liable for the expense incurred. However, if the town accepts the benefit of the thing purchased, the trustee may recover its value.

AUTHORITY OF A TRUSTEE.

The statute (sec. 5920) also provides that a trustee shall have the care and management of all school property, real and personal, belonging to his corporation for common-school purposes. This implies contrary to the preceding decision, that he may expend a reasonable sum in insuring school property against fire and storm. (Clark school township vs. Home Insurance Co., Indiana, App. C., June 30, 1898.)

COUNTY SUPERINTENDENT'S USE OF SCHOOL-HOUSES.

In Minnesota, a county superintendent notified a school board that he would hold a teachers' examination in a certain room, in a certain school-house, on a certain date. As school was to be in session there at that time, the board designated another room for the superintendent, and so notified him two days before the examination. The superintendent refused to accept the room, and asked for a writ of mandamus, to compel the board to furnish him a certain room. The court dis-

charged the writ. The superintendent appealed, with the following result: The court held, that, under the law, the superintendent cannot arbitrarily and absolutely designate any school-room which he desires for the purpose of an examination, but he has the right to select a room, and so notify the board. If the reasons why the board cannot grant the room are sufficient, they must offer him a suitable room in the district. In case of controversy over the matter, the board must show that it acted in good faith. (State ex rel. Covell vs. Board of Education of School Dist. No. 6, Minnesota S. C., July 15, 1898.)

POWER OF SECTIONAL BOARD.

Matilda Scott was elected by the sectional board of a city to a principalship. The board of education would not confirm her, and she brought mandamus proceedings. The trial court ruled against her. On appeal, the court affirmed the previous decision, on the following grounds: Under public laws of 1865, p. 176, ruling, that no person shall be elected a teacher by any sectional boards unless he be found duly qualified and given a certificate, the board can pass a by-law that only male teachers shall be eligible to the principalship of a mixed grammar school, and can refuse to confirm a woman principal, tho duly elected by a sectional board. (Commonwealth ex rel. Scott vs. Board of Education, Penn. S. C., July 21, 1898.)

AMISH COLONY YIELDS TO LAW.

The Amish people of Elkhart county, Indiana, have religiously opposed all educational, as well as all other modern movements, for many years. They refused to obey the compulsory education law, and banded together to pay all fines resulting from it. After they had paid a fine of \$21, because one parent refused to send his son to school, they decided that it was less expensive to comply with the law. Hereafter their children will attend school.

Radical Changes Proposed.

Little Rock, Ark.—J. D. Stone, county examiner of Cleveland county, in his final report to the education department, makes a number of suggestions which favor radical changes in the state school system. He says:

First: "Our present plan of taxation is at fault. Instead of local taxation, we need an amendment to the constitution, giving us the privilege of voting a ten-mill tax—state tax, at that. This fund should be apportioned by the superintendent, as is now done.

Second: "The office of county examiner should be abolished, and in lieu thereof county superintendents should take their place. They should be appointed by the superintendent of public instruction from suitable material in the county, if it contains it; if not, then from the best material in the state. The county superintendents should be paid a salary, and should devote their whole time to the work. They should have an office at the county seat, be provided with a full set of books, and all books, reports, papers, etc., pertaining to the office of superintendent of county schools should be made direct to him, who shall file away and preserve the same. All warrants drawn on the county treasury should be registered by him in a book kept for the purpose and receive his endorsement.

Third: "The present school-district system should be abolished, and all districts made co-extensive with the political townships. One director for each district should be elected for a period of four years, whose duty it shall be to call a meeting of the patrons of the various schools in his district to meet at the voting precinct of his township on the fourth Saturday in May, for the purpose of voting by ballot for a first, second, or third-grade teacher, the time for their school to commence, the length of time to run, and the amount of building or repairs necessary to be done. The director should appoint the judges and clerks to hold the elections, whose duty it shall be to hold it, canvass the returns, deliver them to the directors sealed, who should, in turn, deliver into the hands of the county superintendent.

Fourth: "Each county should be entitled to a board of education, consisting of three of the best business men in the county, to be appointed by the county superintendent immediately upon his being qualified.

"It should be their duty to apportion the funds apportioned to the county, to the various schools of the county, open and canvass the returns, carefully examine the books of the county superintendent, and those of the county treasurer pertaining to the county school funds, and shall employ all the teachers of the county, giving those schools such teachers as indicated by the patrons, the length, and time.

Fifth: "The salaries of the teachers of the county should be regulated by law about as follows: Third-grade teachers, not less than \$30; second-grade teachers, not less than \$40; and first-grade teachers, not less than \$50. Several higher branches should be added to the required grade."

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

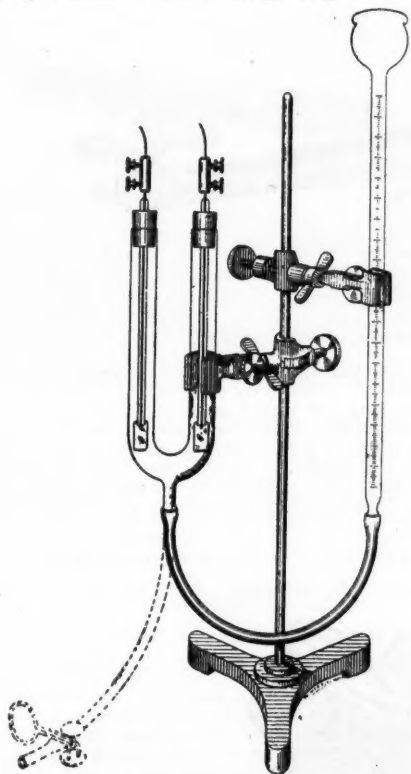
Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Physical Apparatus.

The *Journal* presents in this school board issue brief accounts of some of the more interesting pieces of physical apparatus. Some of this apparatus has just been put on the market; the rest is comparatively new. It is hoped that it will prove interesting to principals and school boards. For further discussion, the circulars of new apparatus, issued by the manufacturers, should be written for.

GAS VOLTAMETER AND ELECTROLYTIC CELL.

The voltameter shown in the illustration is a simple piece of apparatus, and with a burette and U tube, can easily be constructed in any physical laboratory. The pieces consist of a sixteen-inch brass stand, a U tube, two electrodes, a graduated burette, of thirty cubic centimeters capacity, two adjustable clamps, eight inches of rubber tubing, one pinch cock, and two



Voltmeter and Cell.

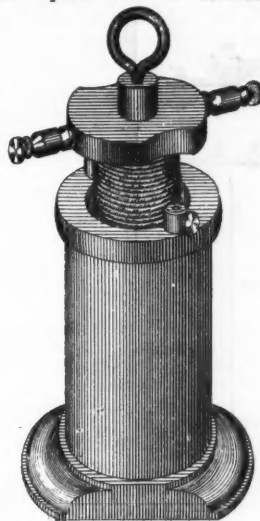
connectors. The electrodes are two small glass tubes, passing down the center of each of which is a copper wire, sealed in the glass, and connected with a sheet of platinum. Rubber corks are inserted over the upper ends of the electrodes, and terminals left for small connectors. The pinch cock is provided so that the tube may be used without the burette. In electrolysis, or similar experiments, this apparatus will serve every purpose.

INDUCTION COIL.

This induction coil is in four pieces—a solid iron core, with detachable brass ring, primary, and secondary coils. The primary coil is of two layers of wire, the terminals being brought out to binding posts at right angles to the spool. The secondary coil is wound with many turns of fine copper wire. All the experiments in magnetic and electro-magnetic induction can be performed with this piece of apparatus. The primary coil, with its core, can be used as an electromagnet or solenoid.

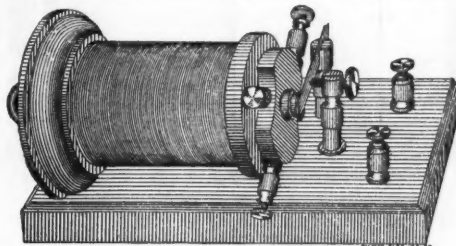
This induction coil may be mounted on a wooden base furnished with binding posts, connected with a vibrator arm and contact post. If the primary coil and core are used alone, an automatic vibrator is formed,

such as is used in electric bells. Used with both coils, a regular spark coil is formed. Brass handles



Induction Coil.

attached to the instrument will transmit a severe shock. The current can be regulated by the contact adjustment or by moving the core or coils. These pieces of appar-

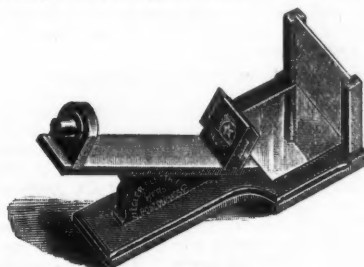


Automatic Vibrator..

atus are manufactured by the Palmer Electrical Instrument Company, 26 North Seventh street, Philadelphia.

POLARISCOPE FOR CLASS DEMONSTRATION.

The polarizer in this instrument is a plate of glass resting upon the blackened surface of a hard-wood base. The wooden arm supports the analyzer and object holder. The analyzer is a Nicol's prism, which rotates smoothly in a brass mounting attached to the inclined arm. At the lower end of the arm is

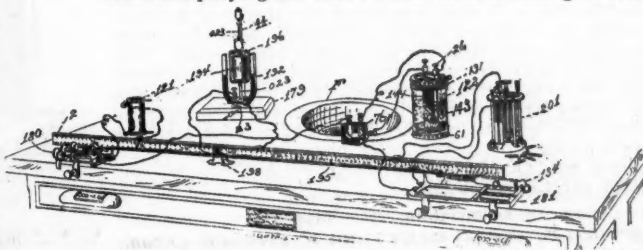


Polariscopes.

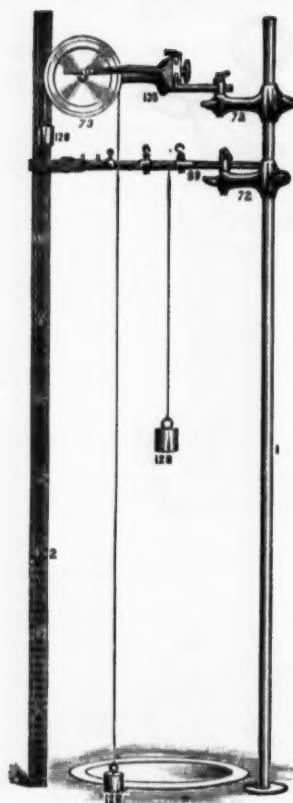
a stage to rest objects against, and a plate of ground glass is placed in an upright frame beyond the polarizer, to cut off images of outside objects. The instrument is especially useful in experiments upon the interference of polarized light in passing thru thin films. It is manufactured by the Ziegler Electric Company, 141 Franklin street, Boston, Mass.

A SLIDING WHEATSTONE BRIDGE.

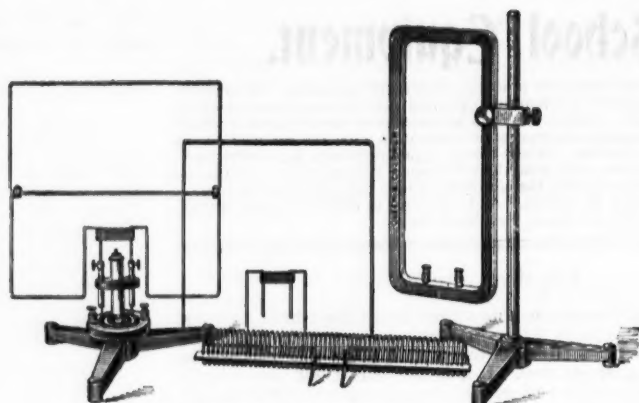
The accompanying cut shows a new form of sliding Wheat-



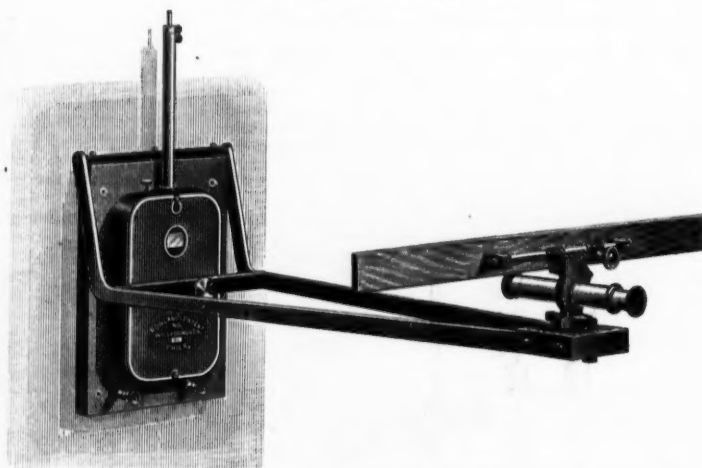
stone's bridge. The sonometer heads, 180 and 181, are fas



Improved Atwood's Machine.



Improved Ampere's Law Apparatus.



The Rowland D'Arsonval Galvanometer.

tened to the table. One wire is stretched across the metal post in each sonometer head and secured. The meter-stick is held in its clamp just behind the wire, with its metal edge upward. The torsion clamp, 181, is so placed that when it rests upon the table it will clamp the meter-stick just enough to serve as a guide, but allow the clamp to slip easily along. Into the small binding post on the clamp is inserted the end of the wire of the galvanometer circuit, which has a sliding contact upon the stretched wire. The cut shows a small cell used for a working current, and the coil, 121, used as an unknown resistance. The appliance is manufactured by the Crowell Apparatus Company, Indianapolis, Ind.

IMPROVED AMPERE'S LAW APPARATUS.

Previous forms of the apparatus for illustrating Ampere's law have been unsatisfactory from the fact that the contacts continually swing out of the mercury, breaking the connection and often fusing the contacts. The new piece of apparatus here shown obviates this by a mounting for the frames, which, while it rotates with the least possible friction, has no pendular swing, thus keeping the contacts in the mercury. The three frames shown in the illustration can be put in this mounting, being held in place by thumb-screw. The current from two cells of storage battery will suffice to make the helix point north and south. Much less of a current makes it move freely when influenced by a bar magnet or a current flowing near it. A slight current is sufficient for usual experiments. The frame holding the rectangular coil of wire which is shown in the illustration mounted on the tripod stand may also be used in the hand.

HELIOSTAT ACCORDING TO DR. MULLER.

The accompanying illustration gives a good idea of the arrangement of this heliostat. The clock work being over the mirrors, the beam of light is reflected into the room at about the height of an ordinary experiment table, instead of a couple of feet higher, as is usual in the reverse arrangement. The clock has an eight-day movement. The instrument is easily set up, and then all that is necessary is to mark the position of the leveling screws on the window board, and keep the clock running. The heliostat will then be in readiness for use at an instant's notice. These two latter pieces of apparatus have just been put on the market by Queen & Company, 1010 Chestnut street, Philadelphia.

IMPROVED ATWOOD'S MACHINE.

The Atwood's machine shown in the illustration is a simple and fairly accurate piece of apparatus by which the laws of falling bodies may be shown. The wheel, 73, is placed in the

clamp, 135. The bearings are small, to prevent friction. A 100-gram weight is attached to each end of a fine cord, 164, about a meter long and placed upon the wheel, as shown in the cut. A meter stick is held vertically by the clamp, 99, in a convenient position for measuring the position of one of these weights. A pendulum about a foot long is suspended from another part of the same clamp, for marking equal intervals of time. This apparatus is made by the Crowell Apparatus Company.

THE ROWLAND D'ARSONVAL GALVANOMETER.

The D'Arsonval galvanometer which was invented several



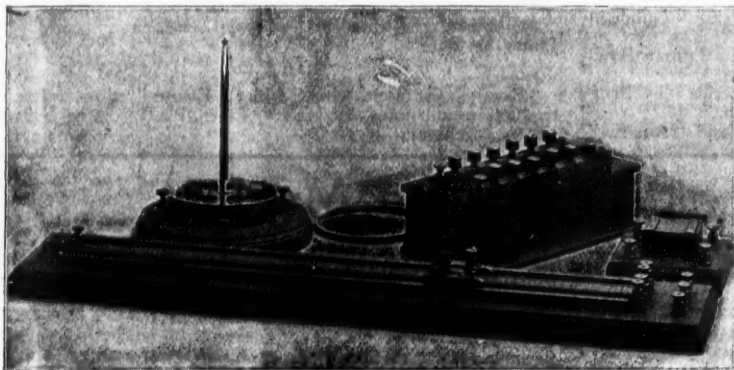
Heliostat According to Dr. Muller.

years ago by Prof. Henry A. Rowland, of Johns Hopkins university, is already in use in many of our prominent universities. It is equally adapted for high schools, and gradually is making its way among them.

The galvanometer consists of a brass frame of L shaped cross section, holding a steel magnet at the curve. The coil ends above in a little spring hook that fits into a corresponding hook upon the lower end of the top suspension. The coil may be instantly removed and another substituted. The suspension above is a straight piece of phosphor bronze strip, six and one-fourth inches long; the suspension below, a helical spring made from the same length of the same wire. The coil is clamped firmly in place by an improved clamp, which tends to take the strain and weight of the coil from the upper suspension. Dead heatness is secured by a light aluminum sheet fastened to the upper part of the coil. The readings thus are made as nearly perfect as possible. The telescope attachment has a three-fourths-inch achromatic objective, cross hair, and single draw with an eyepiece draw for bringing the cross hair into focal plane. It is clamped in a brass casting, carrying also the scale, and mounted one-half meter distant from the mirror. The readings, which are in mms., are therefore exact tangents of twice the deflection angle. The whole instrument screws to the wall. James G. Biddle, Drexel building, Philadelphia, controls the selling rights of this instrument.

LABORATORY TESTING SET.

The laboratory testing set, shown in the accompanying cut,



Laboratory Testing Set.

is a new piece of apparatus. It consists of a Wheatstone bridge, and a static galvanometer, a resistance box, and commutator. Thus are collected the most important pieces of testing apparatus which a student is liable to need. The set is made by the L. E. Knott Apparatus Company, 14 Ashburton place, Boston, Mass.

Educational Card Games.

The series of educational card games issued by The Fireside Game Company, of Cincinnati, O., has been augmented by several new games. One of these is the "White Squadron," a game descriptive of fifty-two of the war vessels in the United States navy. The faces of the cards contain fine half-tone cuts of the vessels, accompanied by a description of each. The suits are divided according to the class of vessel, whether battleship, cruiser, or gunboat. Another new game is "Poems." Each card bears on the back a picture of the home of Longfellow, while the faces contain extracts from various poems, finely illustrated. The suits are divided according to the countries of the authors. Other games in the series are "Artists," "Fraction Play," "The Mayflower," "Our Union," "In the White-House," "Flags of the World," "In Castle Land," "Population," and "Oak Leaves."

A Beautiful Bird Chart.

From both an educational and artistic point of view, the "Chart of North American Birds" is to be very highly commended. The chart is mounted on an adjustable frame, and is about two by three feet in size. It consists of eighteen plates, each plate containing from seven to nine different birds. The plates are classified into birds of prey, birds of the woods, game birds, field birds, wood birds, meadow birds, marsh and shore birds, swimming birds, birds of peculiar beauty or habit, song birds, warblers, finches, familiar birds, tiny birds, and miscellaneous. The plates are done in the process of color photography and the colors are brilliant, striking, and true to life. Each plate is reinforced on the edges of the back, to prevent tearing. The chart should be a great aid to every teacher in nature, and an artistic addition to any school-room. It is made by the Nature Study Publishing Co., Chicago and New York.

The School Supply Field.

The Chicago board of education has given Rand, McNally & Company, Chicago and New York, a contract to supply 250 schools with maps, at \$35 a set. This makes a total of \$8,750.

The Dixon Crucible Company, Jersey City, has just published a pamphlet entitled "Helps in Brazing." It describes brazing by the dipping method, the furnace, etc. It is especially directed to bicycle manufacturers.

"Art in the School-Room" is the title of an attractive illustrated catalog of pictures issued by the Helman-Taylor Company, 168-174 Euclid avenue, Cleveland, O. A brief introduction explains the growing desire for attractive pictures in the school-room. Excellent half-tones of famous paintings are scattered thru the book. It should have a wide circulation.

A twenty-page booklet has been compiled from the "Messages and Papers of the Presidents," edited by Hon. James D. Richardson, giving the views of each president on foreign relations and the acquisition of territory. It is illustrated, well arranged, and especially valuable at this time. The original book with the booklet, can be obtained from the treasurer of the committee on distribution, 109-111 Fifth avenue, New York.

The Sadler-Rowe Company, 12 North Charles street, Baltimore, Md., issue an attractive pamphlet about their educational publications, giving especial attention to the budget system of bookkeeping. The pamphlet is finely illustrated with views of their offices, factory, and covers of books and appliances.

The Perry Pictures begin their fall campaign in earnest. They are becoming more popular every day, because of their decorative qualities, their cheapness, and educational value. A two-cent stamp sent to the Perry Picture Company, Malden, Mass., will secure their catalog.

The cities of Massachusetts have used the Holden patent book covers ever since the state adopted free text-books, sixteen years ago. Camden and Trenton, N. J., Butte and Helena, Mont., have recently adopted the covers.

The Potter & Putnam Company, as New York agents of Thomas Kane & Company, have secured the valuable contract in a close competition, for the furniture of Pardee hall, Lafayette college, Easton, Pa.

Mr. A. J. Kendall is to represent the New York Silicate Book-Slate Company, which is now doing a general school-book business. Mr. Kendall was for some years with the J. W. Schermerhorn Company.

Sixteen thousand letters on a typewriter, with absolutely no repairs, is a good record. The manager of a large chemical works makes this tribute to the Remington.

In Blair, Neb., where several of the readers and spellers of the Pollard Synthetic series have been used for several years, the board has added this year the "Advanced Reader" and the new "First Book for Little Folks."

An up-to-date booklet is issued by the New York Central, giving a full description of its new twenty-four hour train, "The Lake Shore Limited," between New York, Boston, Cleveland, and Chicago. In addition to the illustrations, descriptions of the cars and their appointments and a map of the route, it contains one new feature of special interest—a descriptive time-table of the route traveled, pointing out the various objects of interest, natural and artificial, with bits of anecdote and history. A copy of the booklet can be had by addressing a postal card to George H. Daniels, General Passenger Agent, New York.

Cincinnati has taken a determined stand against the ticket scalpers within her limits. An ordinance has been passed, providing that scalpers must have licenses, and be bonded against selling spurious, counterfeit, or stolen tickets. In one week eight scalpers have been convicted and fined, and six more arrested. Former Attorney-General Harmon was among the prominent lawyers who appeared in the police court against them. Thus the citizens have determined to help the railroads in their efforts to protect themselves and the traveling public.

The catalog of the Sam Houston normal institute, Huntsville, Texas, shows a total enrollment for 1897-98 of 458 students. The total number of students enrolled during the first nineteen years was 4,594. The students are arranged in three classes, elementary, junior, and senior. Prin. H. C. Pritchard himself takes charge of the work in history and science of education, psychology, and methods of teaching.

Books Under Way.

(Under this head will appear announcements of forthcoming books)

Chas. Scribner's Sons.

- "The Billy Goat, and Other Comics," by E. W. Kemble.
 "The Life and Letters of Eugene Field," by Slason Thompson, of the editorial staff of the Chicago "Evening Post."
 "The Poetical and Prose Works of Lord Byron," edited by his grandson, the earl of Lovelace, 12 vols., crown 8vo.; now being published.
 "The Epistles of Paul in Modern English," by Dr. George B. Stevens, of Yale.
 "Ethics," by Friedrich Paulsen, of Berlin university. Translated by Prof. Frank Thilly, Ph.D., of the University of Missouri.
 "The Bases of the Mystic Consciousness," by E. Récéjac. Translated by Sara Carr Upton.
 "History of Ancient Philosophy," by W. Windelband, of the University of Strasburg. Translated by Herbert Ernest Cushman, Ph.D., of Tufts college.
 "Wild Animals I Have Known," by Ernest Seton Thompson.
 "American Lands and Letters," by Donald G. Mitchell.

G. P. Putnam's Sons.

- "Israel Putnam, Farmer, Pioneer, and Major-general," by William Farrand Livingston. In American Men of Energy series.
 "Saladin and the Fall of Jerusalem," by Stanley-Lane Pool. In Heroes of the Nations series.
 "Historic New York," edited by Maud Wilder Goodwin and others.
 "Historic Towns of New England," edited by Lyman Powell; 150 illustrations.
 "The Establishment of Spanish Rule in America," by Prof. Bernard Moses, of the University of California.
 "Modern Spain," by Martin A. S. Hume, and "Austria,"

- by Sidney Whitman. In Story of the Nations series.
 "Alfred Tennyson," by Elizabeth Luther Cary.
 "Bismarck and the New German Empire: How It Arose, and What It Displaced," by J. W. Headlam, of King's college, Cambridge.
 "The Story of the West Indies," by Amos K. Fiske. In Story of the Nations series.

The Century Co.

- "The Adventures of François," by Dr. S. Weir Mitchell. A story of the French revolution.
 "Good Americans," by Mrs. Burton Harrison.
 "Gallop," by David Gray.
 "The World's Rough Hand," by H. Phelps Whitmarsh. Stories of the sea.
 "Our Conversational Circle," by Miss Agnes H. Morton; with an introduction by Hamilton Wright Mabie.
 "A Primer of Heraldry for Americans," by Prof. Edward S. Holden.
 "Madame Butterfly," Japanese stories, by John Luther Long.
 "Educational Reform," essays and addresses, by Pres. Chas. W. Eliot, of Harvard university.
 "Home Economics," by Miss Maria Parloa.
 "The Book of the Ocean," by Ernest Ingersoll.
 "Through the Earth," a fairy tale of science, by Clement Fezandé.

Funk & Wagnalls Co.

- "The Poems of Richard Realf," with memoir, by Col. Richard J. Hinton.
 "Catharine of Siena," by Arthur T. Pierson. D.D.
 "Standard Intermediate School Dictionary," edited by James C. Fernald.

Ginn & Co.

- "Goethe's Egmont, with Schiller's Essays," edited, with introduction and notes, by Max Winkler, Ph.D., of the University of Michigan.

New Publications of Two Months.

This list is limited to the books that have been published during the two preceding months. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all such requests which mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

TEXT-BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
Song Stories and Songs for Children	Various	140	Bds.	.60	American Book Company.
Anglo-Saxon Reader	W. M. Baskerville, Jas. A. Harrison	176	Cloth	1.20	Barnes, A. S. & Co.
The Alcestis of Euripides	Herman Wadsworth Hayley	178	"	"	Ginn & Co.
Elements of Physics	A. P. Gage	381	"	"	" " "
The Athenæum Press Series	James O. Murray	243	"	"	" " "
Goethe's Egmont	Max Winkler, (ed.)	276	"	"	" " "
Mason School Music Course	Luther Whiting Mason	111	"	"	" " "
Metaphysics	Borden P. Bowne	429	"	"	Harper & Bros.
Histoire D'un Merle Blanc	Agnes Cointat, (ed.)	50	Bds.	"	Holt & Co., Henry.
The Hiawatha Primer	Florence Holbrook	139	Cloth	"	Houghton, Mifflin & Co.
Natural Philosophy	Various	89	"	1.20	Lippincott & Co., J. B.
School Songs	F. E. Howard, (ed.)	72	Paper	"	Novello, Ewer & Co.
Elementary Mathematics	Joseph Louis Lagrange	156	Cloth	1.00	Open Court Publishing Company.
Historic Development of Modern Europe	Chas. M. Andrews	467	"	2.50	Putnam's Sons, G. P.
Classics for the Million	Henry Grey	351	"	1.25	" " "
Problems in Arithmetic	George E. Gay	77	"	"	Sanborn, Benjamin H.
Problems of Philosophy	John Grier Hibben	203	"	1.00	Scribner's Sons, Chas.
Discharge of Electricity Through Gases	J. J. Thomson	203	"	1.00	" " "
Tabulated Outline of Geography	Augustus A. Hibner	95	Bds.	.60	Times Company.
Werner Arithmetic, I, II, III	Frank H. Hall	256	Cloth	"	Werner School Book Company.

LIBRARY AND MISCELLANEOUS BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
The Story of Rob Roy	Edith D. Harris, (ed.)	306	Cloth	.60	Appleton, D. & Co.
News from the Birds	Leander S. Keyser	225	"	"	" " "
Harold's Rambles	John W. Troeger	155	"	.40	" " "
Best Lincoln Stories Tersely Told	J. E. Gallaher	122	"	"	Gallaher, Jas. E.
Select Poems of Shelley	W. J. Alexander, (ed.)	387	"	"	Ginn & Co.
The Vicar of Wakefield	Wm. Henry Hudson, (ed.)	264	"	.50	Heath, D. C. & Co.
Songs of War and Peace	Sam Walter Foss	146	"	"	Lee & Shepard.
The Boys with Old Hickory	Everett T. Tomlinson	352	"	1.50	" " "
Historical Tales, Russian. Japan and China	Charles Morris	353	"	1.25	Lippincott & Co., J. B.
Hope The Hermit	Edna Lyall	412	"	1.50	Longmans, Green & Co.
Life and Love and Death	Bolton Hall	"	Paper	.25	Neely, F. Tennyson.
The Social Crisis	D. Ostrander	270	"	.50	" " "
An Irish Patriot	Walter Fortescue	412	"	.50	" " "
The Disciple	Paul Bourget	341	"	.50	" " "
Twelve Naval Captains	Molly Elliott Seawell	233	Cloth	.60	Scribner's Sons, Chas.
Poems of American Patriotism	Brander Matthews, (ed.)	285	"	.60	" " "
The Adventures of Henry Richmond	George Meredith	569	"	1.50	" " "
Causes and Consequences	John Jay Chapman	166	"	1.25	" " "
Theories of the Will	Archibald Alexander	357	"	1.50	" " "
Story of a Yankee Boy	Herbert Elliott Hamtler	339	"	1.50	" " "
At Aboukir and Acre	G. A. Henty	331	"	1.50	" " "
Both Sides The Border	"	386	"	1.50	" " "
Under Wellington's Command	"	386	"	1.50	" " "
War Memories of an Army Chaplain	H. Clay Trumbull	421	"	2.00	" " "

D. Appleton & Co.

"David Harum," a novel, by Edward Noyes Westcott.
 "Her Memory," a novel, by Maarten Maartens.
 "Admiral Porter," by James Russell Soley.
 "Cannon and Camera," descriptions of the battles of the late war, by J. C. Hemmeltt.
 "Puerto Rico," an illustrated hand-book, by Frederick A. Ober.
 "The Phantom Army," by Max Pemberton.

Prang Educational Co.

"Egypt, the Land of the Temple Builders," by Walter Scott Perry, director of the fine arts department of Pratt Institute, Brooklyn.
 "How to Enjoy Pictures," by Mabel S. Emery, with a special chapter on "Pictures in the School-Room," by Stella Skinner, supervisor of art instruction, New Haven, Conn.

Isaac Pitman & Sons.

"Pitman's Practical Spanish Instructor," for beginners and advanced students; with annotated translations, conversational exercises, commercial terms, and business letters.

New Books.

ENGLISH.

"The Hiawatha Primer," by Florence Holbrook, is bound in cloth, with specially designed cover stamp, forty cents, net; 139 pages of reading text; eight full-page colored illustrations; four full-page black and white illustrations, and sixty-five part-page illustrations, in black and white or silhouette. Equipped with reading and writing lessons in the latest vertical script, and many special features. Based on Longfellow's "Song of Hiawatha," since that poem is in subject and form peculiarly suitable to be the first literature that the child reads. Two specimen pages from this primer are given on another page of this paper. (Houghton, Mifflin & Company.)

Teachers have become familiar with several books of the Stepping Stones to Literature series, and have learned to appreciate their excellent qualities. The aim of the authors was to make the formalities of reading subordinate to the real end, which is the acquisition of thought from the printed page. The title chosen for the series is exceedingly fortunate, as the pupil advances by gradual steps to the appreciating of those great works, known as world literature. In "A Reader for Higher Grades," the high quality of the selection is especially apparent. We have not space to mention everything; it is sufficient to state that some of the authors drawn upon are Scott, Addison, Goldsmith, Tennyson, Keats, Byron, Lamb, Shakespeare, Shelley, the Proctors, Ruskin, Browning, etc. Liberal extracts are taken from the grand descriptive and narrative portions of the Bible. The pages are adorned by many portraits of authors and other illustrations. (Silver, Burdett, & Co., Boston.)

A two-book series, intended to include and cover a complete graded course in language lessons, grammar, and composition for study and practice in the primary and grammar grade of schools, is the work of Dr. E. Oram Lyte, principal of the Millersville (Pa.) normal school. The first book, "Elementary English," is designed to furnish material for primary language work, and to show how this material can be used to the best advantage. It embodies and represents the natural methods of language teaching. The child is given something to do at every point. The lessons are easy and practical. The book is copiously and intelligently illustrated. A feature which will commend the book to teachers is the absence of formal definitions and rules to be committed to memory. (American Book Co., New York. 35 cents.)

A number of selections have been made by Samuel H. Scudder from his large work on butterflies, and these are issued in a volume of the Riverside Library for Young People, under the title of "Frail Children of the Air." As far as possible, they have been divested of technical details, and in many cases revised or extended to bring them up to date. Altho the chapters are independent of each other, there is a certain logical connection between them. The style is attractive, and one ought to acquire, thru this book, a love for the study of this interesting branch of the animal kingdom. (Houghton, Mifflin & Co., Boston. 75 cents.)

A useful little text-book is the "Sight Reader," which primary teachers should not fail to examine. As its name implies, it is to be read by pupils at sight. It affords the teacher a convenient means of testing the pupil's ability to recognize the words of his First Reader in new relations. The fine pictures are intended to afford material for oral or written language work. The book may be used after the pupils have finished their first reading book or the teacher may direct the reading of the several sections, from time to time, as pupils advance in their regular First Reader. (Sheldon & Co., New York.)

The works of the greatest dramatist of all time do not seem to be presented on the stage as much as they were a few years

ago, but there are probably more people better acquainted with them now than ever before. This is owing to the influence of the Shakespeare clubs. A book intended to aid these clubs and other students is "How to Study Shakespeare," by William H. Fleming. This consists of questions in regard to the play, scene by scene and act by act, and notes clearing up difficulties in regard to words, phrases, etc. Dr. Wm. J. Rolfe contributes an introduction, in which he furnishes some valuable suggestions as to the study of Shakespeare. (Doubleday & McClure Co., New York.)

HISTORY.

Since the recent remarkable performance of the U. S. navy there is a general desire for detailed information in regard to the big ships. The most comprehensive work we have yet seen is that by Charles Morris, entitled "The Nation's Navy." In this he describes the events in which the navy took part during the Revolution, the naval wars with France, Algiers, and Tripoli, the second war with Great Britain, the Mexican war, the Civil war, and the events from the latter war until the present. Then the author devotes several chapters to battle-ships and cruisers, gunboats and torpedo boats, guns, armor, defenses, projectiles, etc. Every subject connected with the navy is considered in brief space and untechnical language. The American citizen who wishes to be well informed about the government and the departments will heartily welcome this book. There are illustrations showing many of the ships of our navy. (J. B. Lippincott Co., Philadelphia. \$1.50.)

Most young people prefer to read their history in the form of biography, because the events are much more interesting when connected intimately with some great name. One of the most successful writers in this field is Alma Holman Burton, whose volume of "Four American Patriots" (Patrick Henry, Andrew, Jackson, Alexander, Hamilton, Ulysses S. Grant) will be widely read and liked. The narrative is so written as to engage the attention and inspire the patriotism of the young, while those of more mature years will find it convenient in helping to brighten up their knowledge of these great men. (Werner School Book Co., Chicago.)

GEOGRAPHY.

Those who have read the Picturesque Geographical Readers have derived much pleasure and profit from following the Cartmells thru various countries. The author, Charles F. King, now describes the journeys of the same persons, in his clear and graphic style, thru "Northern Europe." The volume is the sixth in this series of useful supplemental books. The chief features of this book we will mention are: (1) The profusion and fine quality of the illustrations; (2) the exceptional value of the book as a means of information; (3) the easy style and pure diction; (4) the exercises in language and drawing, the geographical review at the ends of chapters, and the list of choice poems adapted to the different countries visited. No school library should be without the books of this series. (Lee & Shepard, Boston.)

A vast amount of information is contained in "Hibner's Tabulated Outline of Geography." This book is an encyclopedia on geography in a condensed form; all valuable information may readily be found, such as names of each political division, areas, population, occupation, languages, form and power of government, religion, races of men, capitals, and populations; also, tables showing the largest cities of each grand division, with location, population, and leading industries; tables showing the highest peaks, the longest rivers, with course, length and areas of basins; a brief description is given of the educational affairs of each country. (Augustus A. Hibner, Wapakoneta, O.)

SCIENCE AND NATURE STUDY.

Physiology is one of the last studies to be emancipated from the dry text-book method, and to be made interesting by the introduction of laboratory work. Burt P. Colton, A.M., follows the latter plan in his "Physiology, Experimental, and Descriptive." The text is written in the light of all the latest experiments and investigators, while the cuts are marked with great clearness and adaptability to the purpose for which they are used. Not the least in value of the volume's special features is the appendix giving the composition and value of the different classes of foods. There are also appendices treating of disinfectants, and vital statistics, and a complete glossary of physiological terms. The attention of the teacher is particularly called to the valuable instructions for teaching the subject; it relates to dissection, notes, order of topics, etc. (D. C. Heath & Co., Boston. \$1.10.)

One of the most fascinating subjects connected with botany is that relating to the distribution of seeds. We know some ways in which they are distributed, but most people would never think of the many and ingenious devices by which nature perpetuates her children that are enumerated by Clarence Moores Weed in his little book on "Seed-Travelers." They are carried by the wind and by animals, and on clothing; they slide on the snow, sail the waters, and in various other ways are scattered over the land. The book is beautifully illustrated, and is an attractive supplement to the ordinary botanical text-book. (Ginn & Co., Boston.)

(Continued on page 301.)

Letters.

The Rational Spelling Book.

Dr. Rice's Side.

In the "New England Journal of Education" for Sept. 1, 1898, Mr. Winship published an editorial supposed to be a criticism of my speller, but which so entirely misrepresents the nature of the book that I cannot permit it to remain unchallenged.

Mr. Winship says of the philosophy of the book that it presents no novel features, but that, in principle, my speller is merely an imitation of the Harrington speller; while the sentences contained in the work are criticised, not from the standpoint of spelling, but from that of culture.

With regard to the former contention, I shall only say that Mr. Harrington's speller and my own are diametrically opposed to each other in every respect.

As to the sentences, I wish to state that, in their construction, the spiritual phase was not lost sight of. Primarily, they were not formulated from the point of view of culture, but from that of spelling. Moreover, as the characteristic feature of my book is the plan of selection, exclusion, grading, and classification of words, the sentences which are intended simply for practice upon words found in the columns, form only a subordinate element. Consequently, the spirit of the book might be maintained, even if other sentences should be substituted for those I have given.

I recommend the sentences in the book, because great care was taken to render them as valuable as possible for spelling exercises. They are the result of my experience of the difficulties of spelling—an experience founded upon the examination of as many as 33,000 children. Further, they represent a great deal more than mere exercises in the test-words of the lessons under consideration; for the latter are constantly combined with difficult words previously studied, but which cannot be learned without endless repetition. All these facts are clearly explained in the preface. Those who are desirous of knowing what my speller stands for, must read the preface; and those who wish to criticise it with fairness must do so from the standpoint of the preface and the consistency with which the promises contained therein are fulfilled in the body of the work.

If I had permitted myself to lose sight of my particular purpose, and had selected or formulated stories and sentences from the standpoint of ethics, æsthetics, and patriotism, I agree that more valuable literature could have been presented. The purpose of my book, however, is not to teach ethics or æsthetics or patriotism, but spelling. While preparing the sentences with a view to spelling, I did not, I repeat, by any means lose sight of the spiritual, but I soon discovered that the two could not at all times be profitably combined. By taking advantage of other departments only when the exigencies of the case permitted, and by concentrating my attention on spelling, I found the sentences could be given a very much greater spelling value. In other words, I followed what I regard as a rational view of correlation: Correlate when correlation is possible without detriment to the principal aim; but do not correlate when it is necessary to take a circuitous course in order to do so.

In his editorial, Mr. Winship was unkind enough to quote only the following six sentences, out of a total of more than twelve hundred; and he evidently wished to convey the impression, that these six sentences formed an honest estimate of what my speller was worth:

Many people are fond of corned beef and cabbage.
Chocolate is used for many purposes.
If one dose of medicine does not cure you, take another.
We had spinach for dinner on Wednesday.
Vegetables are wholesome when they are well cooked.
Sauce improves the taste of some puddings.

That Mr. Winship's article, if not meant for a joke, was intended to mislead the reader, is clear from the fact that he

made this very selection, to prove that my sentences were lacking in culture value. These sentences, it is obvious, are intended for practice on words that do not appeal to the spiritual side of man, but to his stomach. If Mr. Winship is of the opinion that children should learn to spell only those words which appeal to the spiritual side of life, I have no fault to find with his criticism, for he has a perfect right to his own educational theories. But if he agrees with me that children should be able to spell ordinary, every-day words, as well as those of an ethereal nature, then, of course, "cabbage," "vegetable," "chocolate," and "sauce," must be learned; and if these words are to be put in sentences, the latter must necessarily descend to *terra firma*. If Mr. Winship's intentions were honest or serious, why did he not quote some such sentences as the following (Part I., page 40) to show that the higher element was not neglected, but that, on the contrary, great care and patience had been exercised, in order to give sentences based upon common words a spiritual turn when possible?

early	calico	sleeves	clothing
learn	muslin	shawl	scarf
heard	satin	suit	towel
earth	velvet	clothes	napkin

I passed some children early this morning.

One little girl wore a satin dress.

Another had a velvet coat and a pretty scarf.

The boy had a new suit of clothes.

I heard them make fun of a poor little child in a calico frock.

Her sleeve was torn. She wore an old shawl to hide it.

I hope they will learn to be kinder.

It would have been better to give the girl some clothing.

I cannot believe that Mr. Winship is serious when he says that the sentence, "We had spinach for dinner on Wednesday," conveys an untruth. At this rate, he would exclude all fiction from school. "Little Red Riding Hood" never lived.

Leaving aside the spiritual, and turning our attention to the practical, Mr. Winship's selection of sentences is one of which I have nothing to complain. They form an admirable illustration of one of my principles of sentence-construction. All practical teachers will, I feel, agree with me that these sentences answer the purpose for which they were intended. They are studded with words previously taken, but which are not acquired without endless drill. "Dose" and "does," for example, are frequently confounded even by children in the highest grammar grade.

It is not difficult to select stories, and take for the spelling lessons words from those stories. But under these circumstances, the spelling becomes a subordinate feature, and progress in that subject from the simple to the complex, both orthographically and psychologically, is necessarily sacrificed. On the other hand, it is extremely difficult to construct valuable stories and sentences from words arranged purely from the standpoint of daily progress in spelling. And the difficulty of the task becomes immeasurably increased when those sentences and stories are based on the further principle, that no word must be used in their construction which does not appear in the columns until a later page in the book. There are not many exceptions to the latter rule to be found in my speller, and these occur only in the early pages, where a few very simple words were needed to make the sentences complete. Quotations and poetry were debarred, not because I did not wish to use them, but because in such literature the words are not combined with an eye to spelling. These explanations will suffice, I am sure, to convince the reader that criticisms of my sentences are necessarily unfair, unless all the facts are taken into consideration.

Now that the teachers have been informed of Mr. Winship's opinion of my book, I am particularly anxious they shall also know that of Dr. Wm. T. Harris, United States Commissioner of Education, who writes of it as follows:

I have looked over the "Rational Spelling Book," by J. M. Rice, and think it the best speller I have seen up to date.
Congratulating you on the promise of its usefulness,
May, 28, 1898.

Very truly yours,
(Signed) W. T. HARRIS,
Commissioner.

And so do opinions vary.
New York.

J. M. Rice.

The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING OCTOBER 1, 1898.

With the present number, *The School Journal* begins a series of articles that ought to prove even more helpful than the Pedagogical Creeds published in these pages during the last two years. "Public School and Real Life" is the title of the first contribution. The purpose of the series is to present the social function of the school from various pedagogical standpoints, represented by distinguished educators who have made a careful extensive and intensive study of the philosophy, as well as the practical aspects, of public education.

The discussions will cover a number of mooted problems which are usually overlooked in planning courses of study. How far is the school to be held responsible for the development of the wage-earning power of pupils, for instance? is one of the questions which needs considerable attention. There are schools supported by public taxation which limit themselves to preparation for special pursuits. Thus preparation for high schools and colleges is quite frequently found to be the chief, if not the only consideration in laying out their curricula. We have commercial and manual training departments whose sole reason for existence is their preparation for special lines of work. All this indicates that increase of the pupils' wage earning capacity is silently admitted to be a legitimate principle of public education and a controlling factor in the planning of school programs. Yet nobody seems to have any clear idea as to where this responsibility begins and where it ends. It is well to draw attention to this point. The special series planned for *The School Journal* will, it is hoped, place the problem in the right light and thereby contribute to its solution.

Other topics included in the discussions are training in citizenship, and the dissemination of information concerning the various divisions of human labor. These two things are believed to be necessary by practical students of sociology who are not satisfied with the usual vagueness of statements concerning the proper purposes of the common school. It is also time that we consider whether the elementary schools are in duty bound to produce accurate knowledge and skill in certain particular departments, or whether they are merely to awaken and develop various human interests. How much knowledge can reasonably be expected after stated periods of schooling? What should be the central thought of the elementary school curriculum? These and similarly weighty questions are involved.

The aim is to impress on all who are engaged in educational work the need of taking a broad view of the purpose of the common school, and to get hold of some rock-bottom truths and principles and standards for testing the quality and success of their work.

There is no reason why stenography should not be taught in the upper grades of the grammar school as well as in the high schools. The earlier it is taken up the greater the advantage to the pupil.

One reason why only comparatively few continue the use of shorthand after they leave the school is that they have not been taught its practical application. If it were begun early in the course, pupils might be more thoroly grounded in the principles, they could master the mechanics more readily, and in succeeding years could turn their acquired knowledge and skill to profitable use in taking notes, sketching out com-

positions, reporting instructive lectures, etc. Indeed, success in this particular line depends principally upon an early beginning and practice, *practice, practice, practice*.

It is a mistake to put off shorthand to the later high school years as is done in New York city. Pupils are thereby deprived of some of its most desirable advantages. Its study should be started no later than the first high school year. It would be better to introduce it in the fifth or sixth year of the elementary school course. This matter should receive careful consideration. Stenography is a practical branch and if it is to serve its purpose it ought to be taken up in a practical way and carried on in a practical spirit.

The business department of THE JOURNAL is on another page. All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

How School Examiners are Made.

The friends who are laboring for the recognition of teaching as a profession have received a severe setback in New York city. In spite of all protests, the examination of school examiners was taken away from the board of education and placed in the hands of the municipal service commissioners. The examination was held, and an eligible list of five turned over to the city superintendent of schools. From this list four have been recommended for appointment; the fifth man, Mr. William A. MacAndrew, declined the offer of a place on the board of examiners.

Is the board of education going to sanction this outrage by accepting the recommendations without question? A vigorous protest is expected from its courageous president, Mr. Charles Bulkley Hubbell. And what about Supt. Maxwell—is he losing his wonted valor? Time was when it could be said that everything must yield to his dogged persistency. He entered into the fight against the civil service board's assumption of the right to dictate who should be considered qualified to examine teachers, with all the energy that has characterized in the past his contentions for what he believed to be right. He left no stone unturned to prove that body to be unfit for the task. He lost the first battle, because one Mr. Knox, of the civil service board, could not be moved. But now, Mr. Maxwell seems to have deserted the standard. Perhaps he could no longer resist the pressure of circumstances. He must have examiners, or see the whole public-school machinery crippled for a time. However, in that case he ought to explain his position to the board of education. He believes thoroly in the conduct of professional examinations under professional auspices. Here is his chance to put himself on record, and at the same time clear himself, and force the whole responsibility for the appointment of school examiners upon the municipal authorities, who rob him of the right of selecting qualified candidates. Both the board of education and Mr. Maxwell owe an explanation to the teachers of the country.

On the eligible list are only men who have taken the examinations in the languages and history. There are no specialists in mathematics, the sciences, pedagogics or psychology, tho there were among the thirty-two candidates, men and women from whom these specialists might have been chosen if the "pass" examination had been fair. This examination was to consist of tests covering psychology, pedagogy, literature, and the teaching experience of applicants. Seventy per cent. was required to secure the privilege of an examination in specialties. The "pass" examination, however, was a piece of charlantry so ludicrous that some of the most efficient candidates were at a loss to explain the

purport of many of the questions. Besides, the marking of the papers was in several instances as grotesque as the questions themselves. Deductions were made for instance, for simple multiplications, executed mentally, "because the process was not shown," tho the candidate who committed the crime received 100 per cent. in trigonometry.

What the examination in pedagogy amounted to *The School Journal* showed last month. The requirements in literature were a little more sensible, and had at least an intelligent appearance, tho they covered everything from Chaucer to Sienkiewicz, and ten quarto volumes would be required to contain adequate answers to them all. As regards the marking of "experience," the standard of measurement is unexplainable. Thus, for instance, a teacher whose record is remarkably good, certainly unequaled by any other applicant, and who has been in educational service *continuously* for thirty-two years, was marked eighty per cent., while another whose few years of experimenting in a training school proved him a failure from a pedagogic standpoint, received a much higher mark. Thus the proverbial bull in a china shop would have been given a hundred per cent. for experience in the crockery line. The uniqueness of the examination in psychology is too amusing to pass over with just a word. Here are the questions:

- I. Prepare a scheme showing the relation of psychology to allied sciences.
- II. Define psychology. How does modern psychology differ from metaphysics?
- III. What advice would you give to a young teacher who desired to continue his study of psychology?
- IV. What universities in Europe and America contain psychological laboratories? Name the professor of that department in each institution.
- V. Discuss the subject of child study. What are the different theories that have arisen concerning its value? What universities have collected data? Outline briefly the work which has been accomplished.
- VI. What is your opinion concerning the value of the study of psychology? Should it form a part of pedagogical training, and, if so, why?
- VII. Is experimental psychology entitled to a place among the sciences? Give reasons. What mental activities can be profitably tested by experiment? Explain fully.
- VIII. Write a scheme for the presentation of psychology to normal students. What text-books would you recommend?
- IX. Write a list of books, including authorities, on the following different aspects of psychology:
 - (a) Descriptive psychology.
 - (b) Physiological psychology.
 - (c) Human and animal psychology.
 - (d) Criminology.
 - (e) Psychology of the emotions.
 - (f) Experimental psychology.
 - (g) Child study.
 - (h) The nature of knowledge.
- X. Write an essay of about five hundred words on one of the following subjects considered from the standpoint of a teacher:
 - (1) "Attention."
 - (2) "The Laws of Association."
 - (3) "The Use and Abuse of Memory."
 - (4) "The Correct Use of the Reasoning Powers."
 - (5) "The Relation of the Emotions to Intellectual and Moral Development."
 - (6) In connection with the subject of "Volition," discuss "Habit, Punishments, and Rewards."

The examiner gravely informed the candidates that the marking of each answer would be with constant reference to the whole paper. This may be an explanation, but it sounds more like the warnings of the non-committal Delphic priestess. Later developments may have proved the "explanation" a good safeguard. Thus if a candidate should show that one answer was not marked fairly, he could be told that another answer touching the same subject was marked so much the higher.

Question III. might be answered by either "do it" or "don't do it." With an eye to the answers as a whole, the examiner would be able to mark either a hundred per cent. or zero. The method is very simple. If the examiner should expect a more elaborate answer, the candidate might accommodate him by

writing, "that depends on what the young teacher has already done in psychology." This would make it a choice of three, a sort of three-card-monte.

Question IV. requires a close and universal study of university catalogs. It is, without doubt, the most ludicrous question that has ever appeared in any prominent examination.

Question V. partakes also largely of the catalog feature.

Question VI. belongs in one class with questions I. and II., the kind that are usually put before beginners in the high schools, the kind that fools can rush upon but wise men have a heap of trouble with.

In question VII. the individual who prepared the questions gives some clue to his psychological equipment. It is evident that he has only skimmed the surface and knows nothing of the deeper significance of psychology.

Question IX. is noteworthy for this nice distinction: "Books, *including authorities.*" The questioner comprises "the nature of knowledge" under "different aspects of psychology." Perhaps he made up questions from the table of contents of some favorite book.

The amateurism of the whole examination in psychology is too evident to need any further comment. The civil service commissioners were evidently taken in by a charlatan and have again demonstrated their incompetency in matters concerning inquiry into the professional side of teaching. The whole "pass" examination ought to be set aside by the board of education as an unfair and wholly inadequate test of the fitness of a candidate.

Much might be said also about examinations in special subjects. For instance, in Latin and Greek, one or two years' study in either of these languages was practically all that was required. Under Greek is to be found a gem which asks the candidate to state what three things a translator of Greek tragedy should have in mind. But no further testimony is needed. *The exam was a farce.*

The Oldest Society of Pedagogy.

St. Louis, Mo.—The Society of Pedagogy of this city, which is the largest and oldest of the organizations of its kind, has in print the prospectus of work for the year 1898-99. Section meetings of the society are held on the first and third Saturdays of each month, and evening meetings on the third Monday of each month from September to May, inclusive. The work of the society has been carried on continuously for a quarter of a century, and it is the expectation of those having the matter in charge, that greater advance will be made this winter than during any previous year. Unforeseen circumstances curtailed the number of sections last year, so depriving some members of their chosen studies. A strong effort is being made to remedy this difficulty, the following sections being provided:

SECTION I. PEDAGOGY.

The leader, Mr. John S. Collins, will discuss "Humanism," "Naturalism," "Eclecticism," and "Realism."

SUBSECTION A OF SECTION I.

Leader, Mrs. Lina D. Hildenbrandt. This section for the study of "Herbartian Ideas in Education" will be conducted on the plan of informal talks and exchange of ideas gained thru study of each topic considered.

SUBSECTION B OF SECTION I.

The leader, Mr. Henning W. Prentiss, principal Hodgen school, will, with the advice and co-operation of Mr. Collins, organize and conduct a sub-section of "Applied Pedagogy," a "round table" on "Methods of Teaching."

SECTION II. PSYCHOLOGY.

Leader, Wm. M. Bryant.

The course will be substantially as follows:

1. Premonitional Forms of Reflection.
2. Problem of Substance
3. Problem of Substance
4. Idea of Personality.—(a) Distinction between the Historical Self and the Ideal Self (Socrates, Plato, Aristotle). (b) Vitalizing effect of Christian View—Idea of Personality given its supreme practical import thru conception of Divine Sonship (Paul, Origen, Augustine). (c) Relation between Internal and External; (1) Spirit and Nature; (2) Mind and Body;

(3) Intellect (contemplative, "inner" aspect of Mind) and Will (active or outward-tending phase). (Thomas Aquinas and Duns Scotus). (d) In what sense Descartes's *cogito ergo sum* was anticipated by Augustine.

5. Problem of Causality—Materialistic Phase.—(a) Theory of "Antecedence and Sequence," as involving separation of Cause and Effect or the "spurious infinity" (Hume, J. S. Mill, etc.); (b) Effort to find ultimate unity (Doctrine of Evolution); (c) Implication that mind is a mere function of matter (Herbert Spencer).—"Physiological Psychology" the logical outcome.

6. Problem of Causality—Spiritual Aspect.—Modern metaphysics, as formulating the thought-aspect of the Christian view of the world, notes the speculative elements constituting presuppositions of natural science (Kant, Hegel, Lotze):

(a) Necessity of explaining lower forms in terms of higher principles (instead of contrary).—Matter in terms of Energy; Energy in terms of Mind;

(b) Total energy of world, then, is self-conserved; hence, self-regulating; hence, self-conscious; i. e., absolute mind, or God;—Cause and Effect as mutually complementary phases of the one Totality,—the true Infinite;

(c) Highest product of this total Process (which is its own Substance) cannot be other than the development of individual minds;

(d) But one type of mind possible—hence, human mind is infinite in nature, or, in Christian phrase, the "child of God."

Thus, instead of mind being a mere function of matter, it ought to appear that matter is nothing else than the expression of mind. Self-differentiation the highest mode of reflective consciousness.

SECTION ETHICS.

The leader, Dr. Jos. H. Foy, will, in the opening expositions, examine concisely the ethical systems that have had currency in earlier times with a view of determining their comparative excellence as contrasted with "Christian Ethics." He will probably next consider the modern history of moral science, concluding this division with succinct views of its present applications and trend. This preliminary work accomplished, the class is expected to enter upon the remaining and perhaps most interesting and important work of the section, to-wit: A consideration of the nature of the science, and of its relation to psychology and theology. Time will be given to the ascertainment of the facts of man's moral constitution, the essential nature of virtue and the philosophy of complete moral manhood. The series will close with practical deductions from theoretical ethics. These may be summarized as duties to self, to our fellows, and to God. The scope of this science is so inexhaustible that the leader hesitated to outline the course in advance, and now reserves the right to modify the foregoing plan or syllabus, as his own convictions of expediency or the expressed wishes of his class may determine.

Progressive Schools.

The capital of Rhode Island is a progressive city. Several new public buildings have been erected within a short time. The new railroad station has just been opened for public use. The new state-house, not yet completed, located on what is termed Smith's hill, is a large and imposing structure, built of white marble, and, when finished, it will be one of the most attractive and beautiful of our state capitols. Next to the state-house is the new state-normal school building. Of massive structure, and of fine architecture, it is one of the most expensive, and in its equipment, most complete normal schools in the United States. Its cost is a trifle under half a million.

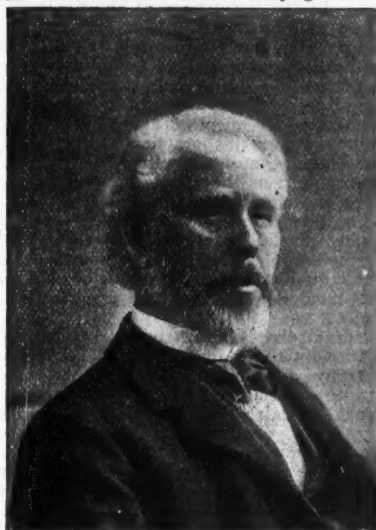
On the "east side" of the city a new high-school building has lately been finished, and is now occupied. There are now four high schools. The English high school includes both sexes, and has nearly five hundred pupils. A new classical high school has lately been built, and is now occupied, having between two and three hundred pupils. A new manual training high school has also recently been erected, which has perhaps two hundred pupils, and now the east side high school is opened, with five hundred fifty pupils.

One important improvement in connection with this school is, that two additional years of instruction in Latin are given. The pupils enter two years before completing the grammar-school course of study, and begin Latin at once. There are, therefore, in these several high schools something like fifteen hundred children.

Dr. H. S. Tarbell, the city superintendent of schools, has held that office for nearly fifteen years, and to his ability, skill, and faithfulness are largely due the present enviable condition of the schools. Dr. Tarbell has few superiors among the city superintendents of our land. He has a philosophical mind, is thoroly familiar with the best principles of pedagogy and their application, is an expert in planning and arranging courses of study, has proved himself eminently successful in leading, inspiring, and elevating the teachers under his charge, and withal has good executive ability.

A noticeable feature of this city is the fact that under Dr. Tarbell there is an efficient corps of school supervisors. There

is a special supervisor of penmanship, a supervisor of drawing, a supervisor of singing, several supervisors of primary-school work and of grammar-school work. These officers have toned up the methods of instruction in their several provinces to a high degree. The teachers have weekly grade meetings, at



Supt. Tarbell, Providence, R. I.

least, for a part of the year, meeting with their supervisors, and laying out the work, improving the methods, and making plans for better service all around. The superintendent holds meetings weekly with the principals of the schools, and, in many cases, the teachers, either of a grade or of a section of the city, hold meetings by themselves. In these various ways uniformity of work is secured, best methods employed, and progress made.

New courses of study have lately been evolved by the combined efforts of the superintendent, supervisors, principals, and committees chosen from the teachers. The courses of study at present in use in the city are believed to be in the forefront of the best courses yet arranged.

Many new primary- and grammar-school houses have lately been erected, and the school board and the city council have plans for the early expenditure of nearly half a million dollars for new buildings.

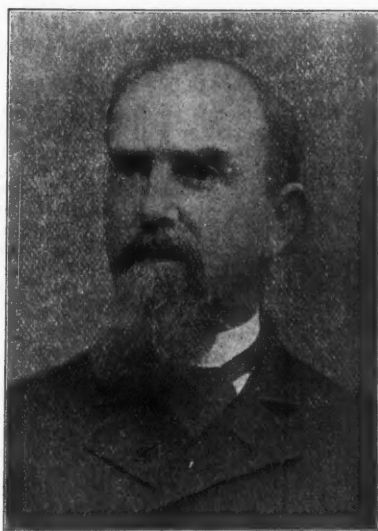
Among the forces which have brought about this condition of the schools is "The Barnard Club," of which mention was made in *The School Journal* last week.

The city has a special school for feeble-minded children. There is located within its borders a school for deaf-mutes. There is a large model school, composed of city children connected with the state normal school. The city carries on a large and efficient training school for teachers, and mutual arrangements are made between the city high schools and the normal school for the training of their teachers.

If superintendents, teachers, or others, wish to see an excellent system of city schools well carried out, they would doubtless find a visit to the schools of Providence both interesting and profitable.

Hyde Park, Mass.

William A. Mowry.



Andrew J. Morrison, who has recently been elected principal of the Northeast Manual Training School, Philadelphia.

Belgium's Ideas of Progress.

It is everywhere conceded that Belgium stands first among the nations in her system of agricultural education. Belgium is continually doing things to surprise the world by their progressiveness. In the last ten years she has built up schools of agriculture that are repaying her many fold. Belgium is only a little country, but very densely settled. So it happens that every foot of arable ground is utilized, and it becomes necessary to carefully conserve its usefulness, and yet make it yield its full crop. Partly, for this reason, the youth of the land are instructed in scientific agriculture. Even as young children, they receive this practical instruction. Dr. A. C. True, of the United States agricultural department (which has issued a hand-book of the Belgium system) gave a lecture to twelve-year-old children on the subject of milk. By means of specimens, experiments, questioning, etc., the lecturer brought many an interesting fact to their comprehension. "Adjoining the school," he says, "was a small garden, in which a considerable number of different kinds of plants were grown, and different methods of culture were tried for the information of the pupils."

The secondary schools admit students of sixteen years, after an examination in the language of the country, natural history, geography, and arithmetic. The course is three years in length, with agriculture for the central topic. It also includes French, Flemish, English, German, arithmetic, book-keeping, geometry, geography, physics, chemistry, drawing, agricultural engineering, and animal physiology. This system is now to be opened to women. In the higher institutions, the course is thoroly technical, and must result in graduating highly-educated, scientific farmers. A farm is attached to each institution, tho the candidate for admission is supposed already to have had practical agricultural experience.

Taught Grover Cleveland.

Westmoreland, N. Y.—Arnon George Williams was found dead in his cornfield Sept. 20. He was eighty years of age. He was graduated from Hamilton college in 1845, and became a teacher. While at Fayetteville, Onondaga county, he had among his pupils Grover Cleveland, later president of the United States.

Missouri School Exhibit at Omaha.

Omaha, Neb.—One of the most interesting state educational exhibits at the exposition is that of Missouri. It was arranged in six sections, under the direction of Dr. Pickard, of the state university. It includes work from the university, the public schools, and the Afro-American schools. The work of the Lincoln institute at Jefferson City, comprises forge tools, electrical apparatus, iron and woodwork, needlework, and the like. The school was founded in 1866, from a fund contributed at the close of the war by two colored regiments. It became a state school in 1879.

The kindergarten work of St. Louis deserves special mention. The work was selected without previous knowledge by either teacher or children that it was to be exhibited. Cutting, pasting, weaving, drawing, and outline sewing are shown. The arrangement and mounting are excellent.

Hannibal shows pictures of the birthplace of Mark Twain and Tom Sawyer's famous cave and also a biography of the author. A copy of the Declaration of Independence is shown, written by a twelve-year-old girl is an excellent vertical hand. In history, a number of dolls are dressed, to represent Cromwell, Napoleon, Washington, and others of historic fame.

Moberly exhibits a revolving cabinet of heavy cardboard. It is indexed, and one can easily turn to the penmanship, nature and science work, drawings, and compositions.

One of the most attractive things in the exhibit is the model rural school-house, designed by State Supt. Kirk. This has a well-planned heating and ventilating system, and can be built at an estimated cost of \$600.

Objections made to One-Session Plan.

Baltimore, Md.—Complaints are being made by parents in different sections of the city, because the public schools have but one session. The present plan was arranged last spring, the session lasting in the grammar schools from 9 A. M. to 2 P. M., and in the primary schools to 1 P. M. Two recesses are given; the first, fifteen minutes in length, between 10 and 11 o'clock; the second, of thirty minutes, between 12 and 1. Parents claim that the system is ruinous to the digestion of the children who have been accustomed to hot dinners at noon; also that it is inconvenient to mothers to keep the dinner waiting until pupils return from school.

A Progressive Step.

Springfield, Mass.—The school committee has made a radical change in the manual training school. It has been a department of the high school, largely devoted to shop work; it will be hereafter a separate school, to be known as the mechanic arts high school, with the same requirements for admission as the other high school. The second will have a four-years' course, and fit for practical work or for the Massachusetts Institute of Technology and similar schools. At these schools credit will be given for work done in the mechanic arts school. The latter is to have rooms in the Springfield industrial institute, on State street.

Education in the Long Ago.

Wilkesbarre, Pa.—Dr. M. C. Brumbaugh, of University of

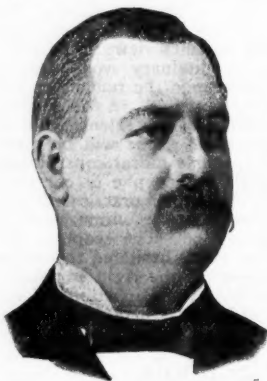
Pennsylvania, gave an interesting address on "Early Greek Education" at the eighth annual institute of the city teachers. He said that Greek education was given birth at the time of the appearance of Homer's Iliad. In the old Greek schools, the boy remained at home with his mother and sister until he was seven years old. Then, for the next seven years, twelve months in each year, from sunrise to sunset each day, he went to school. After that, until he was eighteen, he was an apprentice in the service of the state, sleeping in the barracks, and gradually becoming a member of the state. He early learned patriotism, and resolved to duplicate the heroic deeds of his ancestors.

As soon as he reached the school age, he was led to the school by the most dissolute slave in his father's employ. This slave was called a pedagogue, and from this contemptible character, said Dr. Brumbaugh, the teachers of to-day have descended. When the child was turned over to the master, he was in confinement, and could not be visited. To enter a Greek school meant death to father, mother, or king. The boy then learned the Iliad as his first task. In the afternoon, the boy went to the gymnasium. On holidays, the birthdays of the gods, there was no school. Fortunately for the Greek boys, there were about one hundred gods.

Chicago Notes.

In my Chicago notes, I said that the Teachers' Club had resolved to send a committee to interview the mayor, asking him not to assign Mr. Harper, as the teachers were not pleased with his methods. A club member gave me the item, which was afterward confirmed by a newspaper report, so I felt justified in sending it. The president of the club has written me a note, saying that no such official action was taken or thought of, and wished it denied, as the club members felt themselves placed in a wrong attitude. I am glad to correct the statement.

Mary E. Fitzgerald.



Perry O. Stiver of Freeport, Ill.
Democratic Candidate for
State Superintendent of
Instruction of Illinois.

The first meeting of the Chicago Teachers' Club was held at room 512, Masonic Temple, Sept. 17, at 2:30 P. M. In addition to the routine work and a graceful introductory address by the president, Miss Jennie Goldman, about thirty new members were admitted, thus swelling the membership roll to about 350. The special theme was constructive work, on which papers were read by Miss Edith Nelson, of the Charles Kosminski school, Miss Jamieson, the special drawing teacher, Miss Springer, of the Forestville school, and Miss Buckley, of the Springer school.

Miss Lynch, of the Chase school told how she taught drawing to her seventh- and eighth-grade pupils last year. A fine flag made by the boys of the sixth grade of the Myra Bradwell school was on exhibition, the entire flag and staff having been a product of their skill. Work was on exhibition from Douglas, Graham, Kosminski, and Springer schools. The discussion was lively and to the point.

MRS. YOUNG'S ENLARGED FIELD.

Assistant Supt. Ella F. Young has assumed, in addition to her regular superintendency, a district fifteen miles long, the charge of the household arts, as she prefers to call domestic science. She will start three centers, under expert instructors, and have the other teachers assist until six centers are established. She will formulate a curriculum in conjunction with Supt. Andrews and the teachers, embracing many original features. She will not permit caps to be worn, saying that they savor too much of servility, and she considers that the state does not wish to train servants so much as it does homemakers and housekeepers. The work will be thoroly correlated with the other studies, and not overdone. In other words, it will not be "tacked on" to the curriculum, but will become an organic part of the work. Mrs. Young has also fully worked out a syllabus for contracting work in the primary and grammar grades. Mrs. Young will also give three courses of lectures on pedagogy at the University of Chicago during the coming quarter. Prof. W. F. Jackman will also give three courses of lectures on the same subject at the same place.

STATE SUPT. FREEMAN.

State Supt. J. H. Freeman, of Springfield, attended the Senior Finals, senior college reception, at the University of Chicago, Friday evening, Sept. 16. His son, J. E. Freeman, a member of the senior class, was the successful debater in the prize contest. This is the second prize young Freeman has won at the university along that line. He is editor-in-chief of "The University Weekly," this quarter, and he has distinguished himself in other ways.

New York City.

A LARGE INCREASE IN THE BUDGET.

The first regular meeting of the Manhattan-Bronx school board was largely devoted to a consideration of the year's budget. The finance committee brought forward an item for an increase of \$16,000 in the salaries of the associate superintendents—\$1,000 more for each, and \$1,000 for an increase in the salary of an additional superintendent, who will be appointed next year. Mr. Kelly objected to paying the secretary of the superintendents an additional \$1,000, as he now gets \$5,000. So the item was made \$15,000, and was inserted in the budget. An addition of \$49,000 for teachers in the new high-school annexes, to be opened next September, brought the high-school-salary item to \$234,000. Besides this, \$2,500 was added for clerks, and \$2,100 for janitors in the new high schools. The total salary budget thus became \$7,173,209.77, an increase over last year of \$1,606,428.87. It remains to be seen whether the budget will be approved. Mr. Kelly made serious objections to such an immense increase in teachers' salaries when the school system had no money and could raise none. Besides this, 20,000 children were in half-day classes, and the money is needed to relieve this condition. Nothing had been inserted for supplies, furniture, coal, repairs, and the like. Mr. Kelly therefore submitted an entirely new salary schedule, the work of Henry R. M. Cook, auditor of the board of education. This schedule, he said, did not contain class legislation, but assumed that all teachers were capable of holding and filling acceptably their positions. Mr. Kelly's explanation was ordered printed in the minutes. He said that three fundamental principles are involved in the promulgation of a schedule of salaries. First, what is a fair minimum salary for male and female teachers, having some regard to the law of supply and demand? Second, what is a fair maximum, and what are the chances which a teacher may have during his or her service in the system of benefiting himself or herself by some other occupation? Third, as to the time which should elapse between the minimum and maximum salaries. Mr. Kelly's schedule follows:

Males.		Females.	
Grade 1.		Grade 2.	
1	\$1,080	1	\$ 600
2	1,140	2	630
3	1,200	3	660
4	1,260	4	690
5	1,320	5	720
6	1,380	6	750
7	1,440	7	780
Grade 2.		Grade 2.	
8	\$1,500	8	\$ 810
9	1,560	9	840
10	1,620	10	870
11	1,680	11	900
12	1,740	12	930
13	1,800	13	960
14	1,860	14	990
Grade 3.		Grade 3.	
15	\$1,920	15	\$1,020
16	1,980	16	1,050
17	2,040	17	1,080
18	2,100	18	1,110
19	1,160	19	1,140
20	2,220	20	1,170
21	2,280	21	1,200

This allows twenty-one years to elapse between the two extremes of salary, and provides for a yearly increase of \$60 for men and \$30 for women. Mr. Kelly did not put his schedule in the form of a motion, and it was put in the minutes for future reference.

SUPT. MAXWELL BESEIGED.

When Supt. Maxwell asked all applicants for licenses for heads of departments and license No. 2 to assemble at the Normal college last Friday, he little thought what an army there would be. By the time he arrived, about 2,000 teachers had collected in and about the chapel, where they made out their applications for the positions.

NOVEL SCHEME OF A TRUANT OFFICER.

There are twenty truant officers in Manhattan-Bronx, and they have been busy for the last few days in gathering in the boys of the streets. Edward Morris has control over the district from the City Hall to the Battery. He has arrested over a hundred boys in the last two weeks. His scheme of procedure is as follows: He captures a boy, writes on a postal his name, age, address, and school precinct, and also enters the same in his book. Then he tells the boy to take the postal card to the principal of the school in his district. If the boy goes to the school, the postal is mailed to the truant officer of the principal. If the postal is not received within three days, the officer visits the parents, and the law takes its course.

A TEACHER SOLDIER DIES.

Oscar Von Hillebrandt, formerly a teacher in P. S. No. 46, under Prin. Holley, died at Chickamauga, Aug. 30, of typhoid fever. He joined the Eighth New York regiment a year ago,

and went to camp with it. He was graduated from the College of the City of New York in 1893, and was one of the most kind-hearted and best-known of the younger teachers in the city.

NEW NAME AND CONSTITUTION.

The New York Suburban Educational Council held its annual meeting in the New York university building, Sept. 24. About fifty members were present. The council was entirely re-organized, with new officers and a new constitution. Starting in a modest way two years ago, it has grown in power and influence, until now it has been deemed wise to put it on a more substantial footing. The word "Suburban" has been omitted from the name, and the membership will include both men and women educators who pay the annual dues of fifty cents. The council will meet the third Saturday of every month, from September to May, as before. The following officers were elected: President, Supt. Young, of New Rochelle, N. Y.; secretary and treasurer, Prin. James M. Grimes, Mount Vernon, N. Y.; recorder, C. De F. Hoxie, New York city.

The executive committee consists of the president and secretary, ex-officio, and Prin. E. A. Preston, Brooklyn; Prin. J. F. Quigley, Queens; Supt. C. E. Gorton, Sing Sing; Supt. W. J. Shearer, Elizabeth, N. J.; Prin. C. E. Morse, East Orange, N. J.; Supt. F. E. Spaulding, Passaic, N. J.; and Prin. R. J. Conant, Whitestone, L. I.

FREE EVENING SCHOOL FOR WOMEN.

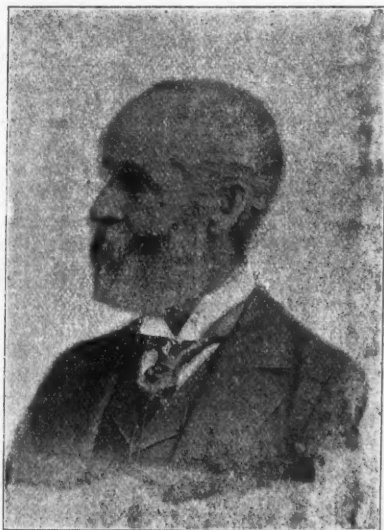
P. S. No. 49, 237 East Thirty-seventh street, has been opened as a free evening school for girls and women. Reading, history, spelling, geography, business, arithmetic, and penmanship are taught in the junior department, and in the senior department the additional subjects of bookkeeping, composition, stenography, and sewing. Foreign women receive instruction in English. The hours are from 7:15 to 9:15 P. M., and pupils over fourteen years of age are admitted.

ASSOCIATION NOTES.

The Brooklyn Teachers' Association, thru its committee on studies, has under consideration a plan which promises excellent results for the teachers. It is proposed to have field courses of study, one and two years in length, at nominal fees. It is expected that these courses will be recognized by the city superintendent as meeting the requirements for the "A" and head-of-department certificates. The association admits Brooklyn teachers, supervisors, etc., to active membership, and other adults and pupil teachers, conditionally, to associate membership. The courses of study will be announced before long.

The inaugural meeting for the season of the Froebel Society will be held under the auspices of the science committee, Mrs. Howard Wood, chairman, at the Froebel academy, Brooklyn, on Monday, Oct. 3, at 3:15 P. M. The program, which promises to be a most interesting one, consists of two papers, one by Mrs. T. F. Read, entitled "The Fruits of Liberty," and the other by Mr. Henry Ham, on "The American Constitution."

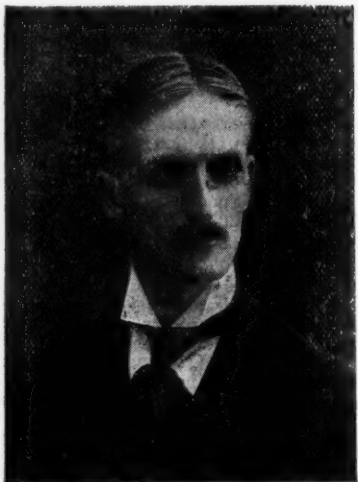
The first quarterly meeting of the Teachers' Association of the borough of Queens will be held in Flushing high school, Saturday, Oct. 1, at 2 P. M. Hon. Wm. H. Maxwell, city superintendent of public schools, will address the association on the "Teaching of English." Officers for the ensuing year are to be elected, and other important business is to be transacted. J. D. Dillingham, president.



Dr. Charles D. McLean, who last June resigned from the principalship of the State Normal School, Brockport, N. Y., at the completion of a continuous term of thirty years as a teacher in that institution.

New Principal at Plattsburg.

Mr. George K. Hawkins has been recently elected principal of the state normal school at Plattsburg, N. Y., in place of Dr. Edward N. Jones, who resigned to take charge of the new teachers' training school in New York city. Mr. Hawkins was born in Farmersville, N. Y., in 1861. He was a student in Ten Broeck academy at Franklinville, and was graduated from the Fredonia normal school in 1884. He was for six years principal of Sherburne union school, Sherburne, N. Y., whence he was called to Plattsburg as teacher of mathematics. Last spring he was asked to take charge of the de-



Mr. George K. Hawkins, who was recently elected Principal of the State Normal School, Plattsburg, N. Y.

partment of history, literature, and rhetoric in the institution, but before assuming the duties of the position, he was made principal upon the resignation of Dr. Jones.

Dr. Jones says of Mr. Hawkins:

"The action of the board of managers in promoting Prof. Hawkins to the principalship was a well-deserved recognition of his successful service as instructor in mathematics during the past eight years. He is known as a man of studious habits and scholarly tastes, and he will soon be known as a man of superior executive ability, as well. His personal character is irreproachable. His judgment is reliable, and he knows how to be wise and tactful in management. He will assume the po-

sition of principal under exceptionally favorable conditions. He will have the respect and good will of the students, the hearty co-operation of every member of the faculty, and the earnest support of the board of managers. Of his abundant success there can be no question, and of the school's future there need be no doubt. I bespeak for him the cordial interest and sympathy of all friends of the school."

Interesting Notes from Everywhere.

Tilghman's Island, Md.—Prin. John W. Gibson is teaching geography on a large scale. He has laid out in the schoolyard a map of the world, showing the continents and islands, oceans, rivers, mountains, and valleys. The water is conveyed from the overflow of an artesian well. The mountains are built with oyster shells, gravel, and earth, and sand from the river shore has been spread to show the deserts. The work is done to scale, Mr. Gibson being a civil engineer. Mr. Gibson does not claim that the idea of a schoolyard map is original with him, but the work probably has never been done on so large a scale before, nor with such attention to accuracy of detail.

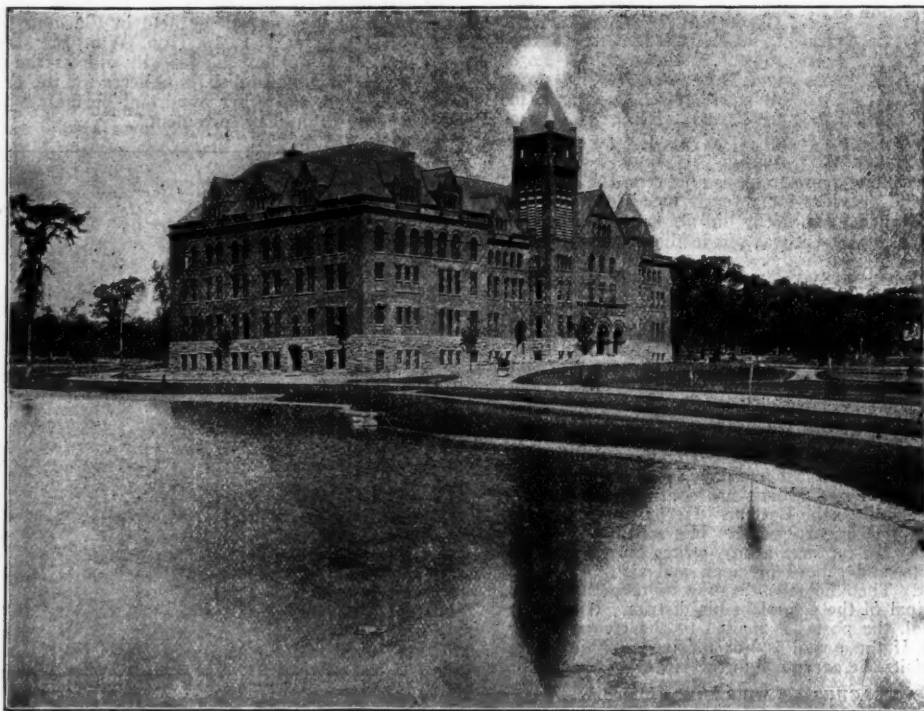
Prof. M. V. O'Shea, of the University of Wisconsin, is to be in the East for a month after Oct. 15, for the purpose of delivering a course of lectures in the Brooklyn Institute of Arts and Sciences, and elsewhere.

Philadelphia, Pa.—Armand J. Gerson, a member of the first-year class in the school of pedagogy, has declined a scholarship in the University of Pennsylvania, that he may finish his pedagogical course, and become a teacher in the public schools.

The many friends of Mr. Jean I. Charlouis, of *The School Journal*, will be glad to learn of his return from his summer home in Michigan, entirely restored to health. He reports that the attendance at the Bay View assembly was greater than that of any previous years. Over eight hundred students have been enrolled this year. The instructors and lecturers were of a higher order than in the past, and he found that among all the host of talent, Dr. A. E. Winship, editor of "The New England Journal," was the most popular lecturer of the whole course; and the general wish was expressed that the doctor should soon come again. John M. Hall, superintendent of the Bay View assembly, has tendered his resignation, which, in all probability, will be accepted.

Mr. Charlouis had the honor of being one of the two Americans invited by the Dutch government to attend the coronation festivities of the queen of Holland.

A neat folder, giving an outline of drawing for the public schools of Wilkesbarre, Pa., is issued by Miss Elisa A. Sargent, supervisor. The outline is from Sept. 12 to Oct. 14, 1898,



State Normal School, Plattsburg, N. Y., Established in 1889.

and is arranged by grades, giving suggestions and instructions for each grade, together with a special plan of work for the high school.

Lieut. Jerome E. Morse, president of the Morse Company, publishers, 96 Fifth avenue, has returned to his former position and business pursuits. During the war, he had entire charge of the naval recruiting station at Erie, Pa.

The Sioux City School of Methods, under the management of Supt. E. A. Brown, proved quite a success, both in interest and attendance. The enrollment reached about two hundred. The instructors, or lecturers, were: Supt. W. H. Skinner, Nebraska City, Neb.; assisted by Miss Celia Burgert, of the same place, Interpretative Reading; Mrs. May Miller-Brown, Sioux City, Kindergarten Methods; Miss Clara Newbecker, Chicago, Speer Number Work; Supt. H. E. Kratz, Sioux City, Practical Child Study; Mrs. Sara D. Jenkins, Ithaca, N. Y., Aim and Methods in Education.

Washburn, Wis.—Prof. G. G. Williams died at Ashland Sept. 19, of typhoid fever. He came to Washburn to take the position of high-school principal, but taught only half a day, when he was taken ill. He was formerly superintendent of the Douglas county schools, and later teacher of science in the West Superior high school. Last year he was president of the State Teachers' Association.

Columbia, Mo.—Prof. W. C. Tindell, emeritus professor of mathematics in Missouri state university, died Sept. 18, at Kansas City. He was a graduate of the university in 1881, and received his master's degree from Harvard in 1894. He had devoted most of his time to mathematical research, and was a member of the American Association for the Advancement of Science.

Iowa City, Ia.—Charles A. Schaeffer, president of the University of Iowa, died Sept. 23. He had been ill but a few days, and not seriously until a short time before his death.

Pres. Schaeffer was born in Pennsylvania, in 1843. He was graduated from the University of Pennsylvania in 1861, attended Harvard from 1863 to 1865; was assistant in chemistry at Union college from 1865 to 1867; attended the University of Goettingen, 1867-68; School of Mines (Berlin), 1868-69; was

professor of chemistry and mineralogy at Cornell university, 1869-87, and dean of Cornell faculty, 1886-87. He had been president of Iowa university since 1887.

Boards of Education.

Mt. Vernon, N. Y.—Supt. Nichols reports an attendance of 2,785, a somewhat larger number than last year, the increase at the high school being fifty per cent. New text-books, recommended by Prin. Davis, have been authorized. The pupils of Vernon Heights are not provided for. Trustee Patterson told the school board that he would pay for a janitor, heat, and light, if the board would hire a building for a temporary school. The matter was referred to the building committee.

Boston, Mass.—The board has at last provided a means to meet the deficit. It will be remembered that the legislature fixed the appropriation per \$1,000 as \$2.80 for 1899, \$2.85 for 1900, and thereafter, \$2.90. This made an estimated deficit in the school funds of about \$30,000, for which the committee on salaries was asked to provide. Their report recommends the discontinuance of compensation to training teachers, thus saving \$4,500, and the cutting of the salary of every school officer, teacher, superintendent, etc., by ten per cent. of the amount due them for August, 1899, with the exception of those whose salaries will amount to less than \$60. This will save \$15,500. No additional kindergartens or manual training schools should be established during the year, thus saving \$3,000 more, and making a total saving of \$23,000. The rest is to be saved outside of salaries.

Mr. Anderson, of the board, opposed the horizontal cut of ten per cent., saying that the salaries of women teachers receiving \$800 or \$900 should not be cut, while those of the male teachers having \$3,100 and more, should bear the burden. The latter, he claimed, are receiving more than they should have. The board, however, adopted the report by a vote of eleven to seven.

Jersey City, N. J.—The appointment of Miss Daisy Fearing, a colored girl, as teacher in the new public school, No. 19, Johnston and Manning avenues, has caused considerable comment. The objections of the white people to her have not as yet been officially communicated to the board. Miss Fearing

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The Teacher.

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was graduated with honor from the Jersey City training school. Supt. Snyder says that she will be kept in the school unless something unforeseen occurs. She may, however, be transferred to No. 16, which is attended by many colored children. The school authorities have no doubt as to her ability.

Milwaukee, Wis.—Supt. Siefert recently made a report to the board on the question of superintendence. Referring particularly to German, he says that it needs its own special superintendent, because the principals, as a rule, are not sufficiently expert in the subject to criticize the methods of teaching it. Supt. Siefert says, also, that specialists, as a rule, should be dispensed with and teachers secured who can teach the elementary subjects without aid. In introducing new subjects, however, specialists will be needed, as before.

Director Schwartzburg presented a report to the board, in which he charged that out of 3,100 tons of coal delivered to the schools, 285 tons were water, and that the coal company should refund \$750 of the amount paid.

Jersey City, N. J.—State Supt. Baxter has refused to accept the returns of the school census of Jersey City. He says: "Allowing for the increase of population since the general census was taken in 1895, the school census for this year is about thirty-seven per cent. of the population, which is manifestly too high." There is an increase of 11,916 over last year, and of 16,445 over 1896. A committee of school directors will investigate the matter. It might be well to state that enumerators are paid according to the number of names reported.

Newark, N. J.—The report of the sanitary committee of the board of education, recommending that each class in the different schools be limited to forty-eight pupils, has been adopted.

Newark, N. J.—The plans of Ward and Davis for a school building on the Seventh avenue site have been adopted. Alfred Peter has been given the work of erecting the South Market street addition. The plans for the latter were thoroly discussed in the board meeting. Mr. Sansom contended that the mechanical, double-fan system of ventilating should not be put into this building until it had been given a thoro test in the other buildings which use it. It was then brought out that the system had been tested in Massachusetts, found satisfac-

tory, and been made compulsory. Additions are to be built to the Bruce street school.

Chicago, Ill.—The board has asked the city council for an immediate appropriation of \$40,000 for a new school building on lot No. 56 in the town of Jefferson.

Perth Amboy, N. J.—The board of aldermen has granted the request of the board of education for money for a high-school building and a site. The board will advertise for plans and specifications.

Syracuse, N. Y.—During the summer vacation, the school buildings thruout the city were inspected and repaired. In the Putnam school, noteworthy improvement has been made to the entrances. There were two sets of doors for winter use. But the inner ones were light, and when the outer ones were opened, they swung open also, thus affording no protection to the interior. The vestibule between them had no window in it. A partition has now been put on the inside, with heavy swinging doors with glass above them, and glass has been placed in the panels of the outer doors.

In the Jefferson school, the eleven stoves have been taken out, and furnaces are substituted. In the other schools, thoro renovating has been done, new floors laid, new desks put in, woodwork has been washed, and various other repairs made.

Middleport, N. Y.—The new addition to the high-school building is completed, and the building now has three sections, and is one of the finest in the western part of the state. A teachers' training class was established in 1896 by Prin. D. R. Stevens, and last year the school was raised from a union to a high school.

Buffalo, N. Y.—The system of heating and ventilation in the St. Bridget's school, dedicated Sept. 11, is new to Buffalo. The heat is supplied by the fifty-five horse-power horizontal tubular boilers, outside the school building. Separate indirect radiator stacks are erected for each room. These are supplied with pure air from out of doors, and also with the steam from the boilers. The impure air is taken thru large vent ducts, which run directly from the rooms to a large chimney stack. Steam coils facilitate the passage of the impure air thru this stack.



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"Observation Blanks for Beginners in Mineralogy," by Prof. Herbert Ernest Austin, of the Maryland state normal school, is an aid to laboratory work in this science. It aims to make the pupil familiar with the characteristics of minerals and the terms used in describing these characteristics by directing him to observe these in minerals selected as typical, and to express what he sees; to develop the pupil's faculties of observation, conception, reasoning, judgment, comparison, and memory. The book gives a list of the minerals and materials needed, and describes the simple apparatus needed in the work. (D. C. Heath & Co., Boston.)

Next to electricity, nothing has done more for modern art and industry than photography. "The Story of Photography," as told by Alfred T. Story, in a volume of the Library of Useful Stories, is a story of wonderful achievement in overcoming difficulties. The relation of the subject to light, spectrum analysis, chemistry, electricity, etc., are all traced in as plain a manner as is possible with so technical a subject. The book has thirty-eight illustrations. (D. Appleton & Co., New York.)

MISCELLANEOUS.

"The First Book for Little Folks," by Rebecca S. Pollard, is designed to be used by pupils entering school for the first time, and contains all the text-book work necessary for such pupils. It follows the plan of the Pollard manual, but omits a few of the minor classifications, aiming to present the first steps of the work in the simplest possible form. It has been the aim, by combining in one book all the work of the first year, to make more apparent to the teachers the author's plan of instruction and to put the work in more convenient form for the pupil. Independent marking is secured by having the pupil diacritically mark, in his book, the words of each lesson or diacritically mark the words upon a fac-simile. Thus fluent reading, accurate pronunciation, and correct spelling are secured. (Western Publishing House, Chicago.)

"Practical Lessons in Algebra" is a volume that has resulted from several years' experience in teaching of the authors Josiah H. Gilbert, Ph.D., and Ellen Sullivan, of the Albany, N. Y., high school. The method pursued is strictly inductive. The subject is not exhausted in any of the lessons, but lines of investigation are opened up that the student will wish to follow out, and so increase his knowledge of the subject. To effect this, much mental work is given, and each lesson is made, to some extent, a review and a development of previous

exercises, so that no subject is entirely dismissed till the close of the book. Constant reviews furnish a complete drill in all the subjects of elementary algebra. The book is marked by its many and practical examples, all of which have been tested in school practice. (The H. P. Smith Publishing Co., 11 East 16th street, New York.)

The third book in the "Knickerbocker Series of School Songs," edited by F. E. Howard, supervisor of music in the public schools of Bridgeport, Conn., is prepared for classes that can sing three parts, one of which is for the bass voice; and it is especially suited to the needs of upper grades and high schools, where there is a scarcity of voices to sing the tenor in four-part music. With the exception of a few English glees, which have long been popular, the selections are new and unhackneyed. (Novello, Ewer & Co., New York.)

No drama written by a foreign author enjoys a popularity so great as Schiller's "Wilhelm Tell." The great events with which it deals and the poetic setting they have been given by the great German dramatist make it one of the greatest plays ever written. An edition of this play has been edited, with introduction and notes, by Arthur H. Palmer, professor in Yale university, for the use of students in schools and colleges. The editor's account of Schiller's life and literary work and of his literary contemporaries is very thorough and comprehensive. (Henry Holt & Co., New York.)

When a book has run thru upward of one hundred seventy editions, as Edmondo de Amicis' "Cuore" has in Italy, it may be taken as a mark of extraordinary merit. The simplicity and beauty of this story render it of unusual fitness for those who are beginning the study of Italian. As abridged by Prof. Kuhns, of Wesleyan university, it is practically an Italian reader. He has added a large number of useful notes. (Henry Holt & Co., New York.)

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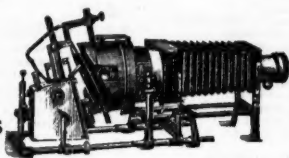
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School Building Notes.**CANADA.**

Sussex (N. B.)—A dairy school will be erected. Write G. S. Fairweather, St. John.

Westville (N. S.)—The school board will erect a school-house.

Vernon River (P. E. I.) will erect a school-house. Write H. Van Iderstine.

Montreal (Que.)—Protestant board of school commissioners will build school. Write board of education.

Boucherville (Que.)—Catholic school commissioners will build school.

Chatham (Ont.) will build school in Dover twp. Write J. L. Wilson & Son, architects, Chatham.—Will build high school.

Milltown (N. B.) will build addition to the Boardman street school. Write E. H. Balkan, secretary, Milltown.

Portage La Prairie (Man.) will build ad

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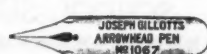
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dition to East Ward school building. Write P. C. Silverthorne, Portage La Prairie.

Halifax (N. S.) will build additions to two school-houses. Write Elliott & Hopson, Halifax.

Toronto (Ont.) will erect school-house, and repair Sunday school buildings. Write A. W. Holmes, arch., Toronto.

Meaford (Ont.)—School-house will be erected for the Presbyterian church. Write J. C. Forster, arch., Owen Sound.

Berlin (Ont.) will make alterations to the high school building.

Hamilton (Ont.) will build addition to the school building at Stoney Creek, Saltfleet. Write W. W. Lachance, arch., Hamilton.

Gladstone (Man.) will raise \$5,000 for school purposes.

Teeswater (Ont.) will put heating and ventilating apparatus in the public school. Write Jno. Farquharson.

Maisonneuve (Que.)—J. A. Chaussee, 153 Shaw street, Montreal, has prepared plans for a school-house for Rev. J. A. Bilanger, P. P.

Brantford (Ont.) will heat the school buildings.

COLORADO.

Hotchkiss will erect school-house. Write E. P. Barrow, director, Hotchkiss.

CONNECTICUT.

Hartford will build a school-house. Write Hapgood & Hapgood, archs., 141 Trumbull street.

Woodbury will erect a school. Write W. E. Griggs, arch., Waterbury.

Stonington.—The citizens have voted to erect a school.

Hartford will erect the Northwest School. Write Barrett Bros., archs., Hartford.—Whitman College will erect a recitation building.

Waterbury will erect school-house. Write T. B. Peck, arch., Waterbury.

DELAWARE.

Wilmington will build new high school building. Write board of education.

ILLINOIS.

Peoria.—A new R. C. high school will be erected. Write Rt. Rev. J. L. Spalding.

Kaneville will build school. Write F. W. Worst, Aurora.

Peru will remodel the Jefferson school. Write Geo. P. Stauduhar, Rock Island.

E. St. Louis will build school. Write secretary, board of education.

Springfield will build additions to two school-houses. Write Geo. H. Helmle, arch., Springfield.

Heyworth will erect a school. Write P. O. Moratz, arch., Bloomington.

Winnetka will build school. Write W. A. Otis, Chicago.

Rossville will build high school. Write Benes & Kutsche, archs., Chicago.

Joliet.—Catholic school will be built for Rev. Fr. Lusbersic. Write C. L. Wallace, arch., Joliet.

Norway will build school. Write J. F. Richardson, Jr., Ottawa.

Chicago will erect a school. Write N. S. Patton, arch., Chicago.—Will erect a school building.—A parochial school will be erected. Write M. M. Schultz, arch., Chicago.—Will build an addition to a school. Write board of education.—Will build school. Write N. S. Patton, arch., Schiller building.

Peoria.—R. C. academy for boys will be erected. Write C. J. Sutter.

Sycamore will build high school building, also a graded school. Write Turnbull & Jones, archs., Elgin.

Laharpe will build school. Write Geo. W. Payne & Son, Carthage.

Burlington will build school. Write Turnbull & Jones, archs., Elgin.

Highland Park will build high school. Write J. C. Llewellyn, arch., Chicago.

Monmouth will build school-house. Kewanee will erect a school. Write Granquist & McKeon, archs., Kewanee.

Winnetka will erect a school. Write W. A. Otis, arch., Chicago.

Winchester will build high school. Wechselberger & Hewitt, Peoria.

Lincoln will build school-house. Write J. M. Deal, arch., Lincoln.

Grand Tower will build school-house. Write M. W. Baysinger, president school board.

Paris.—School building will be erected for St. Mary's church. Write B. Lee, Paris.

INDIANA.

Logansport will build Cicott school. Write Jno. F. Troutman, Logansport.

Winchester will build high school. Write W. S. Kaufman, Richmond.

Hazleton will build school. Write Harris & Shoppell, Evansville.

Valparaiso will build school. Write Wing & Mahurin, Ft. Wayne.

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Crowell & Co., T. Y., " "
Harper & Brothers, " "
Jenkins, W. R., " "
Longmans, Green & Co., " "
Maynard, Merrill & Co., New York
The Morse Co., " "
Pitman & Sons, Isaac, " "
Potter & Putnam Co., " "
Scribner's Sons, Chas., " "
Smith Pub. Co., H. P., " "
University Publishing Co., N. Y., Boston, and New Orleans
Wood & Co., Wm., New York
Boston School Supply Co., Boston
Educational Pub. Co., Boston & N. Y.
Ginn & Co., Boston, N. Y., Chi.
Heath & Co., D. C., Boston & N. Y.
Houghton, Mifflin & Co., Boston & N. Y.
Irish, Frank V., Columbus, O.
Leach, Shewell & Co., Boston and N. Y.
Prang Edu. Co., Boston and N. Y.
Silver, Burdett & Co., Bos., N. Y., Chi.
Thompson, Brown & Co., Chicago
Flanagan, A., Chicago
Scott, Foresman & Co., Chicago
Western Pub. House, Chicago
Werner School Book Co., Chicago, N. Y., Boston, Phila.
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Sower Co., Christopher, " "
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Stennett will build school in Snerman twp. Write H. P. Light, secretary school board.

Avery will erect school in Mantua twp. Write J. W. Huston, secretary school board.

Janesville will build school-house in Shepherd dist. Write clerk school board.

Manilla will erect school-house. Write M. J. Collins, secretary school board.

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Liberty Center will erect a new school. Write W. S. Jones, Indianola.

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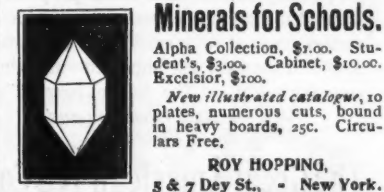
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Pittsfield.—St. Joseph's R. C. church will build parochial school. Write Bishop J. P. Beaven, Springfield.

Brookline will erect a school building. Write G. F. Joyce, clerk board selectmen.

Lawrence will build a high school. Write Jno. Ashton, Lawrence.

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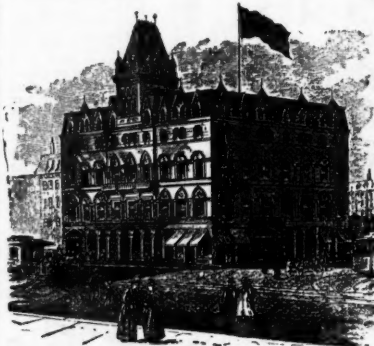
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